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ABSTRACT

This report presents a teacher-based action research model for preparing classroom teachers to assume leadership roles in educational reform. A task force, convened in 1995 at one college, identified critical characteristics for integrating professional development and university requirements for a graduate degree. It evolved into a reflective learning cohort version of the M.Ed. in Curriculum and Instruction. This collaborative learning community cohort model focused on self-directed learning documented in professional portfolios; action research inquiry documented in a research portfolio or thesis; grant writing and reporting skills; professional conference participation and presentation; and development of specialized expertise through graduate work in a subject, discipline, or professional area consistent with individual teachers' professional goals and responsibilities. This report details the operationalization of this framework at three sites, highlighting how teachers emerged in leadership roles in school reform. It documents their experience in grant funding, action research, focus group interviewing, staff development planning, curricular change, and other professional development activities. Arts-based educational research data from 75 program participants are presented to support the finding that this approach to graduate programs prepares master educators to assume leadership roles in reforming education to meet today's students' complex needs. (Many sections contain references.) (SM)

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ED 440 052

# Teachers as Researchers and Reformers: A Site-based Master of Education Program in Curriculum & Instruction

## Critical Pedagogy in Practice and Research

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Research-based presentation at the American Association of Colleges for Teacher Education (AACTE) conference, Chicago, IL, February, 2000.

SP039091



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AACTE
PROPOSAL COVER SHEET

Title of Presentation: Teachers as Researchers and Reformers: A Site-based Master of Education Program in Curriculum & Instruction--Critical Pedagogy in Practice and Research

Description: Research reports and dramatization detail this teacher-based action research model for preparing classroom teachers to assume leadership roles in educational reform from individual students to the district level, kindergarten through high school.

Group Proposal Session Organizer and Chair

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*Shifting Teacher Paradigms in a Multicultural Intermediate Classrooms*

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and
Kelly Echard
Adjunct Instructor, Wichita State University, Wichita, Kansas
*An Ethnographic Study of Emergent Literacy Pauses*

Cindy Combs
Adapted Physical Education Teacher, Newton Public Schools, Kansas
*An Ethnographic Case Study Of A 7-Year-Old Boy With Autism: The Meaning That Emerged From Bud's Mannerisms*

**Ashok Surender**
Special Education Chair, Wichita High School Northwest, Kansas
*Paradigm Shifts for Educators and Learners: Toward Cultural Acuity*

**Jeanette Vequist**
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and
**Debbie Holmes**
Maize School District, Maize, Kansas
*Implications of Brain Research for Primary Education*

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**Teachers as Researchers and Reformers: A Site-Based Master of Education Program in Curriculum & Instruction--Critical Pedagogy in Practice and Research**

**Proposal to Present at the American Association of Colleges for Teacher Education (AACTE) 2000 Annual Meeting**

**Chicago, IL, February 26-29, 2000**

**Section I: Content**

Statement of the Problem

Traditionally, master's level graduate programs in curriculum have required a set number of hours in coursework offered on campuses during the weekends, evenings, and summers. Taken in isolation and spread over years of time, the course of study has often evolved as independent units of study and isolated experiences.

Traditional approaches to professional development (e.g., workshops, conferences) have been criticized for being relatively ineffective because they typically lack connection to the challenges teachers face I their classrooms.

How, then, do teacher education programs address the needs of classroom teachers and empower them to assume leadership roles in the ongoing reform of American education for an international community?

Literature Review

In his 1997 State of the Union Address, President Clinton issued a "Call to Action" that included as a priority improving the quality of teachers in every American classroom. His speech reflects the current culture of the nation, a disposition that challenges the quality of America's teachers and the teacher educators that prepare them.

The National Center for Education Statistics (NCES) provided a profile of the quality of the nation's teachers in 1998. Based on the Fast Response Survey System (FRSS), the NCES findings included the following:

- While 54 percent of the teachers taught limited English proficient or culturally diverse students, and 71 percent taught students with disabilities, relatively few teachers who taught these students (about 20 percent) felt very well prepared to meet their needs. Teachers' feelings of preparedness did not differ by teaching experience.
- only 41 percent of the teachers reported feeling very well prepared to implement new teaching methods.

Contribution

A task force convened in 1995 by a Midwestern, Metropolitan College of Education for the purpose of identifying critical characteristics for integrating professional development and university requirements for a graduate degree evolved a "reflective learning cohort version" of the M.Ed. in Curriculum and Instruction. This collaborative learning community cohort model focused on (a) self-directed learning documented in a professional portfolio; (b) action-research inquiry documented in a research portfolio or thesis; (c) grant writing and reporting skills; (d) professional conference participation and presentation; and (e) development of specialized expertise through graduate course work in a subject, discipline, or professional area consistent with the individual educator's professional goals and responsibilities.

The presentation will detail how this framework has been operationalized at three of the sites, highlighting how teachers involved in this program emerge in leadership roles in school reform. Their experience in grant funding, action research, focus group interviewing, staff development planning, curricular change, and other professional development activity will be documented. The consideration of emerging paradigm postulates and postures (Kuh, 1962; Lincoln & Guba, 1985; Maykut & Morehouse, 1994) will be explored as foundational to such an approach to graduate study targeting reform

Conclusions

This group symposia will detail how the site-based M.Ed. framework has been operationalized, highlighting characteristic components of the program through (a) artifact documentation of various developments in the program, including professional portfolios; (b) action research and ethnographic reports by graduate students in the program, including grant, research portfolio, and thesis documentation; and (c) professional development plans. Arts-based educational research data (Barone and Eisner, 1997; Butler-Kisber, 1999) collected from 75 participants in the program will be presented to support the finding that such an approach to graduate programs does prepare master educators to assume leadership roles in reforming education to meet the myriad needs of today's students as we prepare them to assume meaningful, contributing lives in a complex international community.

**Wichita State University**
**Master of Education in Curriculum and Instruction**

# Program Goals

**Approved by C&I faculty: October 21, 1996 (Revised February 7, 2000)**

The purpose of this master's program is to contribute to the improvement of educational practice through the further education of preschool - grade 12 educators in south central Kansas. The program is designed to develop dynamic and reflective practitioners capable of monitoring and improving their own practices and to provide informed leaders in the educational community who can apply educational theory and research to the solution of problems in curriculum and instruction.

Graduates of this program will be familiar with knowledge, trends, and issues in curriculum and instruction and they will have gained the skills necessary for continued professional growth, self-directed learning, and leadership in curriculum and instruction improvement. Specifically, students will demonstrate the effective use of the following skills in meeting the program goals:

(a) communicating effectively with students, colleagues, parents, and the public
(b) making decisions
(c) solving problems
(d) collecting, analyzing, and interpreting data
(e) selecting and using appropriate technology effectively
(f) working effectively to resolve diversity issues, and
(g) striving to continually improve instruction.

| | |
|---|---|
| **Goal #1:** | Graduates of the program should be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning and teaching in classrooms and schools, and propose sound solutions. |

**Program Outcomes:**

1. Students will be familiar with knowledge, issues, trends and changes in curriculum and instruction.
2. Students will demonstrate knowledge of content in curriculum and instruction, including such elements as (a) foundations, (b) research, (c) curriculum theory and practice, and (d) instructional theory and practice. (Content expectations will, in part, be tailored to the needs and backgrounds of each specific group of students in the program.)

| | |
|---|---|
| **Goal: #2** | Graduates of this program should be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of educational outcomes and programs. |

**Program Outcomes:**

3. Students will have knowledge about and documented experience with current theory and practice in (a) instruction, (b) formulating and revising instructional procedures and outcomes, (c) collaborating and teaming with colleagues and parents, (d) using collaboration as an instructional approach with students, and (e) problem-solving and decision-making using varied strategies, and teaching these strategies to students.
4. Students will have knowledge about and documented experience with current theory and practice in responding to and managing (a) diversity in human behavior and student diversity in schools and classrooms; (b) appropriate content areas; and (c) state of the art instructional technology such as computer software, multimedia, and use of the internet.

| | |
|---|---|
| **Goal: #3** | Graduates of this program should be able to assume responsibility for the development, implementation, evaluation, and revision of curricula or programs of study in particular disciplines and/or for particular populations. |

**Program Outcomes:**

5. Students will have knowledge about and documented experience with current theory and practice in (a) curriculum, (b) formulating and revising curriculum procedures and outcomes, (c) changes in school program organizational patterns, (d) social changes influencing schools and teaching, and (e) implementing parental and community involvement in schools.

| | |
|---|---|
| **Goal #4:** | Graduates of this program should be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational problems in curriculum and instruction. |

**Program Outcomes:**

6. Students will have knowledge about and documented experience with (a) foundations, (b) research, (c) developing and interpreting appropriate assessment procedures (d) collecting, analyzing, interpreting, and reporting data from both electronic and traditional data bases.

| | |
|---|---|
| **Goal #5:** | Graduates of this program should be able to plan and conduct action/applied research, using sound theory and appropriate research designs, to investigate educational questions related to the improvement of curriculum and instruction. |

**Program Outcomes:**

7. Students will have knowledge about and documented experience with (a) formulating and revising curriculum and instructional procedures and outcomes, (b) developing and interpreting appropriate assessment procedures, (c) collecting, analyzing, interpreting, and reporting data, and (d) problem-solving and decision-making, using varied strategies.

| | |
|---|---|
| **Goal #6:** | Graduates of this program should be able to demonstrate professional leadership skills and continued professional growth in curriculum and instruction. |

**Program Outcomes:**

8. Students will develop the skills and dispositions necessary for continued professional reflection and growth, professionalism, and self-directed learning.
9. Students will participate and provide guidance and leadership in school, district, education agency, or professional association projects to improve curriculum and instruction and/or staff development.
10. Students will demonstrate their commitment to continued professional reflection, growth, development and leadership.

File: C&I NCATE M.Ed. Program Goals
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# M.Ed. in Curriculum and Instruction
# Learning Community/Cohort Model (Site-based)
# Program and Course Outcomes Matrices

**Program Outcome Matrix**

**Program Goal #1**
**Graduates of the program should be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning and teaching in classrooms and schools and propose sound solutions.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 1. Participants will be familiar with knowledge, issues, trends and changes in curriculum and instruction. | | | | |
| 2. Participants will demonstrate knowledge of content in curriculum and instruction, including such elements as | | | | |
| a. foundations | | | | |
| b. research | | | | |
| c. curriculum theory, practice, problems, and solutions for improvement | | | | |
| d. instructional theory, practice, problems, and solutions for improvement | | | | |

**Program Goal #2**
**Graduates of this program should be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of educational outcomes and programs.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 3. Participants will have knowledge about and documented experience with current theory and practice in | | | | |
| a. instruction | | | | |
| b. formulating and revising instructional procedures and outcomes | | | | |
| c. collaborating and teaming with colleagues and parents | | | | |
| d. using collaboration as an instructional approach with students | | | | |
| e. problem-solving and decision-making using varied strategies, and teaching these strategies to students. | | | | |
| 4. Participants will have knowledge about, and documented experience with, current theory and practice in responding to and managing | | | | |
| a. diversity in human behavior and student diversity in schools and classrooms | | | | |
| b. appropriate content areas | | | | |
| c. state-of-the-art instructional technology, such as computer software, multimedia, and use of the internet. | | | | |

**Program Goal #3**
**Graduates of this program should be able to assume responsibility for the development, implementation, evaluation, and revision of curricula or programs of study in particular disciplines and/or for particular populations.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 5. Participants will have knowledge about, and documented experience with current theory and practice in | | | | |
| a. curriculum | | | | |
| b. formulating and revising curriculum development procedures and outcomes | | | | |
| c. changes in school organizational patterns | | | | |
| d. social changes influencing schools and teaching | | | | |
| e. implementing parental and community involvement in schools. | | | | |

**Program Goal #4**
**Graduates of this program should be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational problems in curriculum and instruction.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 6. Participants will have knowledge about, and documented experience with | | | | |
| a. foundations | | | | |
| b. research | | | | |
| c. developing and interpreting appropriate assessment procedures | | | | |
| d. collecting, analyzing, interpreting, and reporting data from both electronic and traditional data bases. | | | | |

**Program Goal #5**
**Graduates of this program should be able to plan and conduct action research using sound theory and appropriate research designs to investigate educational questions related to the improvement of curriculum and instruction.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 7. Participants will have knowledge about, and documented experience with | | | | |
| a. formulating and revising curriculum and instructional procedures and outcomes | | | | |
| b. developing and interpreting appropriate assessment procedures | | | | |
| c. collecting, analyzing, interpreting, and reporting data | | | | |
| d. problem-solving and decision-making using varied strategies. | | | | |

**Program Goal #6**
**Graduates of this program should be able to demonstrate professional leadership skills and continued professional growth in curriculum and instruction.**

| Program Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 8. Participants will develop the skills and dispositions necessary for continued professional reflection and growth, professionalism and self-directed learning. | | | | |
| 9. Participants will participate and provide guidance and leadership in school, district, education agency, or professional association projects to improve curriculum and instruction and/or staff development. | | | | |
| 10. Participants will demonstrate their commitment to continued professional reflection, growth, development, and leadership. | | | | |





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**Semester 1 - CI 731 The Reflective and Inquiring Educator (6 hours)**

**Course Description: This course builds a foundation for reflective thinking about (a) the role of the educational practitioner; (b) educational issues in curriculum, instruction, and change theory; and (c) principles and applications of teacher-based action research.**

| Course Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 1. Participants will identify existing educational issues and practitioner problems, trends and changes affecting them, and begin to formulate appropriate procedures to address them. **(Major Topics = a, d, e, g)** | | | | |
| 2. Participants will develop an awareness and understanding of the process for reflection about their teaching practices. **(Major Topic = i)** | | | | |
| 3. Participants will develop an awareness and understanding of educational issues in a diverse world. **(Major Topic = f)** | | | | |
| 4. Participants will use appropriate procedures and sources for gathering data. **(Major Topics = c, i, j, k, l)** | | | | |
| 5. Participants will orally and visually communicate a summary or progress report describing a project(s). **(Major Topic = h)** | | | | |
| 6. Participants will collaborate on projects and presentations. **(Major Topic = b)** | | | | |



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**Semester 2 - CI 804 Research in Curriculum and Instruction (6 hours)**

**Course Description: This course guides students in formulating questions and using appropriate research principles to collect, analyze, interpret, and report data in order to evaluate the effectiveness of classroom instruction and educational policies and/or practices. Sustained exploration of topics from CI 731 expected.**

| Course Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 1. Participants will examine and apply theories of instruction to their own classrooms. **(Major Topic = i)** | | | | |
| 2. Participants will examine and apply theories regarding diversity to their own classrooms. **(Major Topic = c)** | | | | |
| 3. Using both traditional and electronic data bases, participants will complete a literature review that addresses one of their identified problems or issues. **(Major Topics = d, h)** | | | | |
| 4. Participants will develop an acceptable proposal for conducting classroom action research. **(Major Topics = a, b, e)** | | | | |
| 5. Participants will conduct classroom action research. **(Major Topic = b)** | | | | |
| 6. Participants will develop and make a professional presentation to peers. **(Major Topics = b, g)** | | | | |
| 7. Participants will develop and submit a grant proposal. **(Major Topic = f)** | | | | |

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**Semester 3 - CI 837 Extending Collaborative Inquiry Beyond the Classroom (4 hours)**

**Course Description: This course guides students in (a) extending collaborative inquiry beyond the classroom to investigate educational practice(s) at the building and/or district level and (b) communicating their investigation(s) and outcomes to other professionals. Students will engage in professional dialogue and collaboration regarding curriculum and instruction. Sustained exploration of topics from CI 731 & 804 expected.**

| Course Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 1. Participants will conduct a classroom action research project and report the results via: (a) contemporary technology and (b) a formal paper. **(Major Topics = a, g)** | | | | |
| 2. Participants will plan and implement a building- or district-level collaborative project in curriculum, instruction, or school improvement. **(Major Topics = b, c, d, e, f, h, k)** | | | | |
| 3. Participants will make a professional presentation to colleagues beyond their own building. **(Major Topics = i, k)** | | | | |
| 4. Participants will collaborate with other professionals make a professional presentation. **(Major Topics = c, i, k)** | | | | |
| 5. Participants will complete a call for proposals and present it to at least one professional meeting. **(Major Topic = k)** | | | | |



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**Semester 4 - CI 843 Leadership and Sustained Professional Growth (4 hours)**

**Course Description: This course emphasized commitment to and application of professional leadership in curriculum and instruction and/or school improvement. Sustained exploration of topics from CI 731, 804 & 837 expected.**

| Course Outcomes | Awareness | Practice | Positive Impact on Classroom Learning | Positive Impact on the Profession |
|---|---|---|---|---|
| 1. Participants will influence the educational community through professional meetings, publications, or other activities (*e.g.*, grants or curriculum pilots). **(Major Topics = b, c, d)** | | | | |
| 2. Participants will complete and report on a building- or district-level collaborative project on curriculum, instruction, and/or school improvement. **(Major Topics = b, c, d)** | | | | |
| 3. Participants will mentor colleagues in curriculum and instruction. **(Major Topic = a)** | | | | |
| 4. Participants will demonstrate leadership in addressing change issues in school improvement. **(Major Topics = a, b, c, d)** | | | | |
| 5. Participants will articulate a plan for their own continued professional development. **(Major Topics = d)** | | | | |



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Combining Endorsements with the Site-based Master of Education
in
Curriculum and Instruction

Students enrolled in the Master of Education in Curriculum and Instruction are required to take 36 credits to obtain a degree. Twenty-four of those are "core" hours which are taken at the site (campus or off-campus). Both campus and site-based master's students are required to complete 12 "specialization" hours for their degree programs. Transfer hours may reduce the required 12 specialization hours.

Students who wish to do so may use their 12 specialization hours to work toward an additional teaching endorsement, i.e., a reading endorsement, a middle school endorsement, or an ESOL endorsement. Please note, taking any 12 hours in one field (e.g., reading) does not always complete the requirements for endorsement to teach that field. Most endorsements require fifteen or more hours and the completion of specific courses.

If you wish to work toward a further endorsement, ask your adviser (your WSU Site Facilitator) to provide you with a list of the requirements for endorsement in that field. In addition, it would be a good idea for you to consult with the WSU faculty member who advises students seeking that endorsement prior to filing your degree plan with the Graduate School.

Endorsements can be obtained in the following fields; the faculty member who advises students seeking that endorsement is listed with the endorsement below. The faculty member's phone number is also noted (all are preceded by 978):

| | |
|---|---|
| Early Childhood | Jeri Carroll (6865) or Lori Norton-Meier (3046) |
| Early Childhood/Special Ed. | Linda Mitchell (6367) |
| Gifted Ed. | Kay Gibson (5569) |
| Middle School | Michael James (6298) |
| Reading | Lori Norton-Meier (3046) |
| Secondary Social Studies | Candace Wells (6860) |
| Secondary Sciences | Cathy Yeotis (6861) |
| Secondary Mathematics | Sue Neal (3913) |
| Secondary English | Bryant Fillion (6873) |
| Special Education | Fran Clark (6877) |
| TESOL/Bilingual Ed. | Peggy Anderson (6872) |
| Physical Education | Contact HPE Department (3340) |
| Counseling | See back of sheet/Contact ACES Department |
| School Psychology | See back of sheet/Contact ACES Department |
| School Administration | See back of sheet/Contact ACES Department |

File: Combining Endorsements with the [Alley]

**Information Regarding ACES Programs**

Counseling: Contact ACES Department (316-978-3326 or oduell@twsu.edu)

To be recommended for school counseling certification, a student may either complete the Master's in Education (MEd) in Counseling (43 hours) or may complete a master's in a related field (for example, C&I) and then complete the counseling certification program (29 hours). If the student takes 12 of the counseling certification hours as the area of emphasis within the C&I program, that leaves 17 additional hours. Persons must have completed two years of full-time teaching at the time school counseling certification is requested.

School Psychology: Contact ACES Department (316-978-3326 or oduell@twsu.edu)

The School Psychology program is an Educational Specialist (EdS) program. This means a student must have completed a master's program before being admitted to it. If the student has a master's degree that is not the MEd in Educational Psychology (with thesis), the student must have the equivalent of all of the courses in the MEd in Educational Psychology program. Courses for which the student does not have an equivalent course must be completed as a prerequisite to the EdS program. The MEd in Educational Psychology thesis option program is a 32 hour program and the EdS program is a 39 hour program including 9 hours of practicum.

School Administration: Contact ACES Department (316-978-3326 or oduell@twsu.edu)

To be recommended for building-level administrator certification, students must complete the MEd in Educational Administration program. It is a 33 hour, cohort program than takes exactly two calendar years to complete. If a student completes 12 of the MEd in Educational Administration hours as the area of emphasis within the C&I program, that leaves 21 additional hours. Persons must have completed three years of full-time teaching at the time building-level administrator certification is requested.

Dept Info: c&iendor.wpd

**W.S.U. SITE-BASED MASTER OF EDUCATION**
**CURRICULUM & INSTRUCTION**
**NORTHWEST SITE, MONDAY MEETINGS**
**PROPOSED SCHEDULE FALL 1998**
**as of 9/21/98**

| MEETING | TOPICS & READINGS | NOTES |
|---|---|---|
| From Thursday<br>August 27<br>5-6 p.m. | __ Organizational meeting<br>__ Registration, syllabus, proposed schedule, . . .<br>__ Registration Q&A<br>__ Books/Materials ($35.00 payable to C&I) | Be sure to complete the site list indicating contact info, reg. and grad admission status |
| From Thursday<br>September 3<br>5-8 p.m. | __ First class: Icebreaker/Introductions<br>__ Completion of 8/27 activities<br>__ Philosophy of the site-based program<br>__ Overview of major assignments/due dates<br>__ Detail outcomes and portfolio<br>__ Guest speakers, Q&A<br>__ Overview Kochendorfer readings<br>__ Team Jogger chaps. 1-2, collaborative jigsaw activity<br>__ Topics of interest | Guest speakers, graduates of the Hesston site 96-98 on grades & quality work, portfolios, professional development opportunities, collaboration, metaphor experience and other activities in general |
| From Thursday<br>September 10<br>5-8 p.m.<br>to<br>Monday<br>September 14<br>5-8 p.m. | __ Team Jogger chaps. 3-5<br>__ Topics of interest development<br>__ Organize project/research teams<br>__ Smyth model for reflection | Invited Speaker<br>Respond to the strategies in Kochendorfer as "pre-writing" for reflective paper required each semester in your portfolio |
| Monday<br>September 21<br>5-8 p.m. | __ Kochendorfer chapters1- 4: Metaphors we teach by<br>Team jigsaw | |
| Monday<br>September 28<br>5-8 p.m. | __ Display of metaphors & peer feedback<br>__ Video: Teacher of the Year<br>__ Kochendorfer *chapter 5 (or Oct. 5th)*<br>*Note: chapters 6-8 will be a reading the beginning of Spring semester)* | |
| Saturday<br>October 3<br>9 a.m.-noon<br>WSU | __ Library Resources<br>__ IRB issues<br>__ Computer Lab<br>__ Reflective paper and log of hours due* | Invited Speakers<br>Class conducted at WSU library, COE computer lab, and Corbin Hall |
| Monday<br>October 5<br>5-8 p.m. | __ Review of literature: Invited Speaker<br>__ APA style<br>__ Kochendorfer *chapter 5 (or Sept. 28)* | Metaphor reflection submitted for feedback--a prewrite/brainstorm for your reflective paper (may submit Oct. 3) |
| October 12 | Independent review of literature and professional reading | No class |

| | | |
|---|---|---|
| Monday<br>October 19<br>5-8 p.m. | __ Discussion of "graded" reflective papers (use of Smyth, Kochendorfer, APA, . . . )<br>__ Status report of review of literature<br>__ Review graduate folder and portfolio components | Invited Speaker |
| October26 | Independent review of literatur, professional reading, review of portfolio plans | No class |
| Monday<br>November 2<br>5-8 p.m. | __ APA review<br>__ Intro to Schultz readings and panel topical discussions | |
| Monday<br>November 9<br>5-8 p.m. | __ Preliminary review of lit due: 10 annotated citations in APA* by research team*<br>__ Peer review of chapter (Schultz) abstract<br>__ Panel debates as educational authorities (Schultz) on topics of critical inquiry | |
| Monday<br>November 16<br>5-8 p.m. | __ Peer review of chapter (Schultz) abstract<br>__ Panel debates as educational authorities (Schultz) on topics of critical inquiry | |
| Monday<br>November 23<br>5-8 p.m. | __ APA abstract of chapter due*<br>__ Panel debates as educational authorities (Schultz) on topics of critical inquiry | |
| November 26-27 | Thanksgiving recess at WSU | |
| Monday<br>December 7<br>5-8 p.m | __ Portfolio presentations* | |
| Monday<br>December 14<br>5-8 p.m | __ FINAL for Fall Semester<br>__ Course and Instructor Evaluations<br>__ Outline of Spring Semester<br>__ Purchase of spring books (as available) | |

Projects receiving feedback from facilitators/faculty:

* Reflective paper (revised each semester)
* Log of hours (maintained each semester)
* Metaphor analysis
* T-bar team project
* Review of literature: Preliminary search including (a) table documenting search and (b) 10 annotated citations (ongoing foundation to topic of inquiry; team project)
* Abstract of chapter
* Learning outcomes/program goals matrix (updated for each project)
* Professional portfolio plan and contents (updated each semester)

Self, peer, and team assessments/feedback are also an important part of developing reflective skills in a collaborative community of learners.

W.S.U. SITE-BASED MASTER OF EDUCATION
CURRICULUM & INSTRUCTION
NORTHWEST SITE
PROPOSED SCHEDULE SPRING 1999

C&I 804 Classroom Research in Curriculum and Instruction
Facilitated by Drs. T. Huber, C. McLean, and W. Rogers

| DATE | TOPICS & READINGS | DATE | TOPICS & READINGS |
|---|---|---|---|
| Monday January 25 5:15-8:15 p.m. | __ Organizational update<br>__ Team Bingo<br>__ Registration, syllabus, course outcomes, proposed schedule, update directory, . . .<br>__ Books/Materials ($35.00 payable to C&I)<br>__ Review of Fall Final (804.5)<br>__ Review outcomes matrix levels for 731.1-5 (both 731 & 804 needed for '99 Showcase)<br>__ Review of Program Goals<br>__ Overview of major projects<br>__ Review professional writing and APA (weekly) | Thursday January 28 5-8 p.m. | __ Organizational update<br>__ Team Bingo<br>__ Registration, syllabus, course outcomes,proposed schedule, update directory, . . .<br>__ Books/Materials ($35.00 payable to C&I)<br>__ Review of Fall Final (804.5)<br>__ Review outcomes matrix levels for 731.1-5 (both 731 & 804 needed for '99 Showcase)<br>__ Review of Program Goals<br>__ Overview of major projects<br>__ Review professional writing and APA (weekly) |
| Monday February 1 | __ Review aspects of collaborative teaming (Team Jogger; Kochendorfer, 1994, pp. 11-14)<br>__ T-BAR (Kochendorfer, 1994, pp. 105-144)<br>__ Framing Research (Hubbard & Power, 1993, pp. ix-8) | Thursday February 4 | __ Review aspects of collaborative teaming (Team Jogger; Kochendorfer, 1994, pp. 11-14)<br>__ T-BAR (Kochendorfer, 1994, pp. 105-144)<br>__ Framing Research (Hubbard & Power, 1993, pp. ix-8) |
| Monday February 8 | __ Foundations of Curriculum: Society, Subject, Student-- Relate to Noll readings | Thursday February 11 | __ Foundations of Curriculum: Society, Subject, Student-- Relate to Noll readings |
| Monday February 15 | __ T-BAR Team Report (focus on Kochendorfer's strategies 8-1 to 8-4)<br>__ Development of focus question (Hubbard & Power, 1993, pp. 7-8, #2-6) | Thursday February 18 | __ T-BAR Team Report (focus on strategies 8-1 to 8-4)<br>__ Development of focus question (Hubbard & Power, 1993, pp. 7-8, #2-6) |

| | | | |
|---|---|---|---|
| Monday February 22 | __ IRB applications drafted (submitted to WSU as appropriate) Note: preserve a blank form for add'l use<br>__ Review of Professional Literature: Ladson-Billings' (1994) chapter "Who will teach our children?" | Thursday February 25 | __ IRB applications drafted (submitted to WSU as appropriate) Note: preserve a blank form for add'l use<br>__ Review of Professional Literature: Ladson-Billings' (1994) chapter "Who will teach our children?" |
| Monday March 1 | __ Mid-term log of hours due<br>__ Hubbard & Power, pp. 9-53<br>__ Research Team Collaboration | Thursday March 4 | __ Mid-term log of hours due<br>__ Hubbard & Power, pp. 9-53<br>__ Research Team Collaboration |
| Monday March 8 | __ Review graduate folder and portfolio component<br>__ Technology Integration Proficiency<br>__ Guest Experts: Specialization, Portfolios and Theses | Thursday March 11 | __ Review graduate folder and portfolio components<br>__ Technology Integration Proficiency<br>__ Guest Experts: Specialization, Portfolios and Theses |
| Monday March 15 | __ Data Analysis (Hubbard & Power, pp. 53-64)<br>__ Guest Experts: Analysis in Action | Thursday March 18 | __ Data Analysis (Hubbard & Power, pp. 53-64)<br>__ Guest Experts: Analysis in Action |
| Monday March 22 | WSU Spring Break<br>No Class | Thursday March 25 | WSU Spring Break<br>No Class |
| Monday March 29 | Research Team Collaboration<br>No Class | Thursday April 1 | Research Team Collaboration<br>No Class |
| Monday April 5 | __ Foundations of Curriculum: Society, Subject, Student--<br>Relate to research and fall '99 readings<br>__ Final submission of Teaching Journal | Thursday April 8 | __ Foundations of Curriculum: Society, Subject, Student--<br>Relate to research and fall '99 readings<br>__ Final submission of Teaching Journal |
| Monday April 12 | __ Update reflection paper--consider "Metaphor's End" (Kochendorfer, 1994, p. 136) | Thursday April 15 | __ Update reflection paper--consider "Metaphor's End" (Kochendorfer, 1994, p. 136) |
| Monday April 19 | __ Discussion of reflection papers | Thursday April 22 | __ Discussion of reflection papers |
| Monday April 26 | Preparation for Showcase Conference<br>No Class | Thursday April 29 | Preparation for Showcase Conference<br>No Class |
| Saturday May 1 | __ Showcase Conference<br>__ Portfolio submissions | Saturday May 1 | __ Showcase Conference<br>__ Portfolio submissions |
| Monday May 3 | __ FINAL for Spring Semester | Thursday May 6 | __ FINAL for Spring Semester |

| | | | |
|---|---|---|---|
| Monday<br>May 10 | __ Portfolio Feedback<br>__ Course and Instructor Evaluations | Thursday<br>May 13 | __ Portfolio Feedback<br>__ Course and Instructor Evaluations |

Mid-term grade reports mailed March 18. Spring grades available (tentatively) May 20, 1999.

**Semester Projects**

Ongoing

- Reflective paper (revised each semester)
- Log of hours (maintained each semester)
- Learning outcomes/program goals matrix (updated for each project) include Technology Integration Proficiency
- Professional portfolio cover letter and contents (updated each semester)
- Research
  1. Review of literature (chap/part 2): Updated search including
     a. table documenting search
     b. annotated citations (ongoing foundation to topic of inquiry; team project)
  2. Research in Action
     a. Framing (chap/part 1)
     b. Analyzing (chap/part 3)
     c. Finding/Concluding/Ongoing (chap/part 4-5)

Semester-specific

- T-bar team project
- Teaching Journal (Hubbard & Power, 1993, p. 7, #1)
  Feedback (not rubric) on the first week of journaling (submitted between Feb. 8-18) will be incorporated into two additional consecutive weeks of journaling (submitted April 5/8)
- IRB Applications (may only be initiated/drafted, not submitted this semester)
  1. WSU
  2. District

**W.S.U. SITE-BASED MASTER OF EDUCATION**
**CURRICULUM & INSTRUCTION**
**NORTHWEST SITE**
**PROPOSED SCHEDULE SPRING 1999**
**updated as of 3/10/99**

**C&I 804 Classroom Research in Curriculum and Instruction**
**Facilitated by Drs. T. Huber, C. McLean, and W. Rogers**

| DATE | TOPICS & READINGS | DATE | TOPICS & READINGS |
|---|---|---|---|
| Monday March 15 | __ Review graduate folder; portfolio components; 804 goals; log of hours<br>__ Showcase poster presentation format; paper presentation format<br>__ Data Analysis (Hubbard & Power, pp. 53-64) {reading}<br>__ Guest Expert, Cindy Combs: Analysis in Action | Thursday March 18 | __ Review graduate folder; portfolio components; 804 goals; log of hours<br>__ Showcase poster presentation format; paper presentation format<br>__ Data Analysis (Hubbard & Power, pp. 53-64) {reading}<br>__ Guest Expert,Cindy Combs: Analysis in Action |
| Monday March 22 | WSU Spring Break<br>No Class | Thursday March 25 | WSU Spring Break<br>No Class |
| Monday March 29 | Research Team Collaboration<br>No Class | Thursday April 1 | Research Team Collaboration<br>No Class |
| Monday April 5 | __ Foundations of Curriculum: Connections to Research; Noll Readings; consideration of Ladson-Billings structure; curricular influences from foundations<br>__ Teaching Journal due {to CM} | Thursday April 8 | __ Foundations of Curriculum: Connections to Research; Noll Readings; consideration of Ladson-Billings structure; curricular influences from foundations<br>__ Teaching Journal due {to CM} |
| Monday April 12 | __ Update reflection paper for portfolio--consider "Metaphor's End" (Kochendorfer, 1994, p. 136) {to TH} | Thursday April 15 | __ Update reflection paper for portfolio--consider "Metaphor's End" (Kochendorfer, 1994, p. 136) {to WR} |
| Monday April 19 | __ Return of reflection papers<br>__ Technology Lab (90 min.)<br>__ TBAR 5-7 minute team update reports; Rubric to date {to TH} | Thursday April 22 | __ Return of reflection papers<br>__ Technology Lab (90 min.)<br>__ TBAR 5-7 minute team update reports; Rubric to date {to TH} |
| Monday April 26 | Preparation for Showcase Conference<br>No Class | Thursday April 29 | Preparation for Showcase Conference<br>No Class |
| Saturday May 1 | __ Showcase Conference<br>__ Portfolio submissions {to CM} | Saturday May 1 | __ Showcase Conference<br>__ Portfolio submissions {to CM} |
| Monday May 3 | __ FINAL for Spring Semester<br>__ Course and Instructor Evaluations | Thursday May 6 | __ FINAL for Spring Semester<br>__ Course and Instructor Evaluations |
| Monday May 10 | __ Portfolio Feedback<br>__ "Grizzly Grill by Hot Dog King" | Thursday May 13 | __ Portfolio Feedback<br>__ "Grizzly Grill by Hot Dog King" |

**Note:** Facilitator team planning on April 28, 5 p.m. All suggestions and schedule issues for fall semester should be submitted by that meeting.

## References*

Required Readings

American Psychological Association. (1994). *Publication Manual* (4th ed.). Washington, DC: Author.

Hubbard, Ruth Shagoury, & Power, Brenda Miller. (1993). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

Kochendorfer, Leonard. (1994). *Becoming a reflective teacher*. Washington, DC: National Education Association.

Ladson-Billings, Gloria. (1994). Who will teach our children?

Resources

Murphy, Bianca Cody, & Dillon, Carolyn. (1998). *A different kind of talking: Interviewing in action* [video].(Available from Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93950)

Murphy, Bianca Cody, & Dillon, Carolyn. (1998). *Interviewing in action: Process and practice*. Pacific Grove, CA: Brooks/Cole Publishing.

*Note: Full names have been provided for these resource; APA requires only initials.

# W.S.U. SITE-BASED MASTER OF EDUCATION
# in CURRICULUM and INSTRUCTION

*RETREAT*
*Saturday, September 11, 1999, 8 a. m. to 5 p. m.*
Colwich Elementary
Goals/Outcomes 1.1; 2.3a-c; 2.4a;3.5a,b,d; 5.7b,c,d; 6.8, 6.10; ; CI 837.5
A day of collaborative, synergistic experiences based on best practice
for professionals in graduate education

*Facilitated by Dr. Tonya Huber, Dr. Chuck McLean, Dr. Wanda Rogers, and Cindy Combs*

*Invited Guest Experts: Dr. Peggy Anderson, Dr. Michael James, Professor Innes Villalpando*

*Projected Schedule of Experiences*

**Think of the quality of experience as a function of the relationship between challenges and skills. Optimal experience, or flow, occurs when both variables are high. (Csikszentmihalyi, 1997, p. 31).**

*8 a.m. to noon.*

1. Energy Booster

2. A book I recommend you read during the upcoming year (show the book and provide APA citation on index card)

3. "Gives and Gets" with Dr. Michael James

4. Collaborative Teaming with Dr. Michael James

5. "Since entering this M.Ed. program . . ." Issues of Self-identity with Professor Innes Villalpando

6. "Barriers to Interpersonal Effectiveness" with Professor Innes Villalpando

7. Break--
   Teaching Tip Exchange (50 on 1 sheet of paper)

   Research Tip Exchange (50 on 1/2 sheet of paper)

8. "Adjective Description" with Dr. Peggy Anderson

9. "Collaging Identity, Arts-based Educational Research in Action" with Dr. Peggy Anderson

10. Researcher Bias, an outline for the research report with Dr. Tonya Huber (due Sept. 20 & 23)

***Noon to 1 p.m. Lunch**: we'll provide coffee, ,iced tea and tea; bring a brown-bag of nutrition*

BEST COPY AVAILABLE

**Peter McLaren, Paulo Freire, and Henry Giroux "make an important distinction between schooling and education. The former is primarily a mode of social control; the latter has the potential to transform society, with the learner functioning as an active subject committed to self and social empowerment" (McLaren, 1998, p. 169).**

*1 to 3 p.m.*

*"Of Pigs and Wolves at the OK Corral, or The Emerging Alternative Paradigm & the Construction of Knowledge" with Dr. Tonya Huber*

*Pigs and Wolves [multiple intelligences jigsaw]*
*OK Corral [media analysis]*
*Paradigms and perspectives [debriefing]*

**"The arts are not a second-class substitute for expression, they are one of the major means people throughout history have used both to conceptualize and express what has been inexpressible in discursive terms. . . . Metaphor is the arch enemy of the stock response. (Eisner, 1985, p. 226)**

*3 to 4:30 p.m.*
*Curriculum Clips of Professional Identity*

*4:30 to 5 p.m. Final thoughts*
*This retreat was a good experience for me because . . . .*
*One thing that I will take back to my classroom . . . .*
*One thing that I will employ in my approach to research . . . .*

***Notes:***
*Both scribe and video recorder operator will be invited for each learning experience.*
*Bring a favorite snack to share*
*Wear your favorite T(teacher)-shirt!*

### *References*

*Csikszentmihalyi, M (1997). Finding flow: The psychology of engagement with everyday life. New York: Basic Books.*

*Eisner, E. (1985). The educational imagination: On the design and evaluation of school programs (2nd ed.). New York: Macmillan.*

*McLaren, P. (1998). Life in schools: An introduction to critical pedagogy in the foundations of education. New York: Longman.*

*Retreat Update 8/18/99 TH*

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W.S.U. SITE-BASED MASTER OF EDUCATION
CURRICULUM & INSTRUCTION
NORTHWEST SITE
PROJECTED SCHEDULE FALL 1999
as of 9/22/99

**Collaborating and Refining Problem-Solving Skills**
**C&I 837 (4) and C&I 862 (2) Portfolio or C&I 875 (2) Thesis**
**Facilitated by Dr. Tonya Huber, Dr. Chuck McLean,**
**Dr. Wanda Rogers, and Cindy Combs, M.Ed.**

| DATE | TOPICS & READINGS | DATE | TOPICS & READINGS |
|---|---|---|---|
| Monday August 23 5:15-8:15 p.m. | __ Welcome back CELEBRATION! Dr. Zazazoom, Madam Mixer, Coach Celebrate, Ms. Money, Dr. Reality<br>__ Mixer<br>__ Registration<br>__ Update joint directory<br>__ Books/Materials ($35.00 payable to C&I)<br>__ Organizational structure (3, 4, 5, 6 hours)<br>__ Review semester outcomes matrix<br>__ Review of program goals<br>__ Syllabus, projected schedule, overview of major projects and readings<br>__ Portfolio/Thesis Goals | Thursday August 26 5-8 p.m. | __ Welcome back CELEBRATION! Dr. Zazazoom, Madam Mixer, Coach Celebrate, Ms. Money, Dr. Reality<br>__ Mixer<br>__ Registration<br>__ Update joint directory<br>__ Books/Materials ($35.00 payable to C&I)<br>__ Organizational structure (3, 4, 5, 6 hours)<br>__ Review semester outcomes matrix<br>__ Review of program goals<br>__ Syllabus, projected schedule, overview of major projects and readings<br>__ Portfolio/Thesis Goals |
| Monday August 30 | __ Research Update: 3-5 minute presentation identifying next step(s), reasons, and anticipated needs<br>__ Due: Review of program goals; indicate current level of accomplishment and need areas to be addressed this semester | Thursday September 2 | __ Research Update: 3-5 minute presentation identifying next step(s), reasons, and anticipated needs<br>__ Due: Review of program goals; shade current level of accomplishment, indicate need areas to be addressed this semester |
| Monday September 6 | Labor Day Holiday, No Class | Thursday September 9 | Labor Day Holiday, No Class |
| Saturday September 11 | Retreat | 8 a.m. to 5 p.m. | Retreat |

| | | | |
|---|---|---|---|
| Monday September 13 | __ Due: Proposal for collaborative report on school/USD project<br>__ Curricular Concepts and Definitions (Eisner, 1994, pp. v-vii, 1-46)<br>__ Case Study Reporting | Thursday September 16 | __ Due: Proposal for collaborative report on school/USD project<br>__ Curricular Concepts and Definitions (Eisner, 1994, pp. V-vii, 1-46)<br>__ Case Study Reporting |
| Monday September 20 | __ Educational Connoisseurship and Ed Criticism (Eisner, 1994, pp. 212-353); analysis of one case study | Thursday September 23 | __ Educational Connoisseurship and Ed Criticism (Eisner, 1994, pp. 212-353); analysis of one case study |
| Monday September 27 | Independent Class Meeting: The Anatomy of Prejudice: "Blue-eyed" Wednesday, 9/29, RSC 203, 7 p.m., OR 10/1, RSC 203, 7 p.m., OR see 9/30 | Thursday September 30 | Independent Class Meeting: The Anatomy of Prejudice: Jane Elliott, speaker, Metro, 7 p.m. OR see 9/27 |
| Monday October 4 | __ Discussion:Anatomy of Prejudice in a World of Diversity<br>__ Eisner's Ed Crit<br>__ *Analysis of data: "researcher bias" andaudit trail/timeline update* | Thursday October 7 | __ Discussion:Anatomy of Prejudice in a World of Diversity<br>__ Eisner's Ed Crit<br>__ *Analysis of data: "researcher bias" andaudit trail/timeline update* |
| Monday October 11 | __ Idealogies and Curricula (Eisner, 1994, pp. 47-107)<br>__ *log update (due)* | Thursday October 14 | __ Idealogies and Curricula (Eisner, 1994, pp. 47-107)<br>__ *log update (due)* |
| Monday October 18 | __ Presentation Skills<br>__ Analysis of data: methodology, ABER, transcribing, observing, interviewing, field notes | Thursday October 21 | __Presentation Skills<br>__ Analysis of data: methodology, ABER, transcribing, observing, interviewing, field notes |
| Monday October 25 | __Curriculum Planning, Evaluation, and Assessment (Eisner, 1994, pp. 125-153, 171-211, 359-384)<br>__ *Project update for outcome 4 (due)* | Thursday October 28 | __Curriculum Planning, Evaluation, and Assessment (Eisner, 1994, pp. 125-153, 171-211, 359-384)<br>__ *Project update for outcome 4 (due)* |
| Monday November 1 | __ Data analysis: the constant comparative method<br>__ *Technology Integration Proficiency Rubric update (due)* | Thursday November 4 | __ Data analysis: the constant comparative method<br>__ *Technology Integration Proficiency Rubric update (due)* |
| Monday November 8 | __ Data analysis: triangulation | Thursday November 11 | __ Data analysis: triangulation |

updates in italic

| | | | |
|---|---|---|---|
| Monday November 15 | __ Due: Collaborative report on school/USD project | Thursday November 18 | __ Due: Collaborative report on school/USD project |
| Monday November 22 | No Class | Thursday November 25 | THANKSGIVING, No Class |
| Monday November 29 | THANKSGIVING, No Class | Thursday December 2 | No Class |
| Monday December 6 | Due: Research update<br>Thesis chapters 1-3 drafted *OR*<br>Portfolio submission with research project to date (parts 1-3) as Appendix | Thursday December 9 | Due: Research update<br>Thesis chapters 1-3 drafted *OR*<br>Portfolio submission with research project to date (parts 1-3) as Appendix |
| Monday December 13 | FINAL for Fall Semester<br><br>Course and Instructor Evaluations | Thursday December 16 | FINAL for Fall Semester<br><br>Course and Instructor Evaluations |

W.S.U. SITE-BASED MASTER OF EDUCATION
CURRICULUM and INSTRUCTION
NORTHWEST SITE
PROPOSED SCHEDULE SPRING 2000
as of 1/11/2000

C&I 843 Professional Educator in Curriculum and Instruction
Facilitated by
Tonya Huber, PhD, Advisor and University Coordinator
Cindy Combs, MEd, Research Co-coordinator
Wanda Rogers, PhD, Portfolio Co-coordinator
Chuck McLean, PhD (Tech Coordinator & Site Facility Coordinator)

| DATE | TOPICS & READINGS | DATE | TOPICS & READINGS |
|---|---|---|---|
| Monday January 24 5:15-8:15 p.m.<br><br>NOTE: Thursday will meet before Monday, but the classes will parallel as indicated | __ Organizational update<br>__ Syllabus, course outcomes, proposed schedule, Blackboard Course overview<br>__ Books/Materials ($35.00 payable to C&I); start reading based on upcoming activities<br>__ Review of Fall Final<br>__ Review outcomes matrix levels: Program and Course Goals<br>__ Overview of major projects<br>__ Professional Report Update DUE (in APA format)<br>__ STRIPES | Thursday January 20 5:15-8:15 p.m.<br><br>NOTE: time change<br><br>NO CLASS 1/17 or 1/27 | __ Organizational update<br>__ Syllabus, course outcomes, proposed schedule, Blackboard Course overview<br>__ Books/Materials ($35.00 payable to C&I); start reading based on upcoming activities<br>__ Review of Fall Final<br>__ Review outcomes matrix levels: Program and Course Goals<br>__ Overview of major projects<br>__ Professional Report Update DUE (in APA format)<br>__ STRIPES |
| Monday January 31 | __ Review graduate folder (TH)<br>__ Portfolio components (WR) or Thesis guide (CC)<br>__ Grammar Warm-up (WR)<br>__ Review Technology Integration Proficiency Matrix (CM)<br>__ Resume Development (TH) | Thursday February 3 | __ Review graduate folder (TH)<br>__ Portfolio components (WR)<br>__ Grammar Warm-up (WR)<br>__ Review Technology Integration Proficiency Matrix (CM)<br>__ Resume Development (TH) |

| | | | |
|---|---|---|---|
| Monday February 7 | __ Pyrczak: Evaluating Research: Supported answers to questions in chapters 4-5 & 7 (TH & CC)<br>__ Grammar Warm-up (WR)<br>__ Data Analysis/Writing Research, Wolcott (TH & CC) | Thursday February 10 | __ Pyrczak: Evaluating Research: Supported answers to questions in chapters 4-5 & 7 (TH & CC)<br>__ Grammar Warm-up (WR)<br>__Data Analysis/Writing Research, Wolcott (TH) |
| Monday February 14 | __ Portfolio Updates (WR & CM) | Thursday February 17 | __ Portfolio Updates (WR & CM) |
| Monday February 21 | 2/18-22 AERA ABER Conf<br>No Class | Thursday February 24 | __ Portfolio Updates (WR & CM) [if needed] |
| Monday February 28 | 2/26-29 AACTE Conf<br>No Class | Thursday March 2 | __ Research Team Meetings: Analysis and Findings (sign up for 1-hour topical sessions) |
| Monday March 6 | __ Research Team Meetings: Analysis and Findings (sign up for 1-hour topical sessions) | Thursday March 9 | __ Research Team Meetings: Analysis and Findings (sign up for 1-hour topical sessions) |
| Monday March 13 | WSU Spring Break<br>No Class | Thursday March 16 | WSU Spring Break<br>No Class |
| Monday March 20 | __Wolcott: Open-book exam based on analysis of research report (TH) | Thursday March 23 | __Wolcott: Open-book exam based on analysis of research report (TH) |
| Monday March 27 | __Wolcott: Writing Up Qualitative Research<br>__ Role play Defense | Thursday March 30 | __Wolcott: Writing Up Qualitative Research<br>__ Role play Defense |
| Monday April 3 | Independent Meetings<br>No Class | Thursday April 6 | Independent Meetings<br>No Class |
| Monday April 10 | Portfolio Research Defense, 20 minute sessions (complete research Report, minus appendices, due to each facilitator/reader no later than 7 days before defense)<br>Reader: Dr. Kay Gibson | Thursday April 13 | Portfolio Research Defense, 20 minute sessions (complete research Report, minus appendices, due to each facilitator/reader no later than 7 days before defense)<br>Reader: Dr. Dennis Kear |

| | | | |
|---|---|---|---|
| Monday<br>April 17 | Portfolio Research Defense, 20 minute sessions (complete research Report, minus appendices, due to each facilitator/reader no later than 7 days before defense) (WR till 6:15)<br>Reader: Dr. Bill Hagerman | Thursday<br>April 20 | Portfolio Research Defense, 20 minute sessions (complete research Report, minus appendices, due to each facilitator/reader no later than 7 days before defense)<br>Readers: Dr. Michael James/<br>Dr. Robert Lane |
| Monday<br>April 24 | __Portfolios Returned (WR & CM)<br>__ Review graduate folder (CC) | Thursday<br>April 27 | __Portfolios Returned (WR & CM)<br>__ Review graduate folder (CC) |
| Monday<br>May 1 | Preparation for Showcase Conference<br>No Class | Thursday<br>May 4 | Preparation for Showcase Conference<br>No Class |
| Saturday<br>May 6 | Showcase Conference | Saturday<br>May 6 | Showcase Conference |
| Monday<br>May 8 | Course and Instructor Evaluations<br>TBA | Thursday<br>May 11 | Course and Instructor Evaluations<br>TBA |

| Submit Research Paper to Facilitators | Feedback Returned to Student (Teacher/Researcher) | Completed Research Paper to Committee | Research Defense (15 minute pres. w. 5 min. Q&A) |
|---|---|---|---|
| March 20 | March 27 | April 3 | April 10 |
| March 23 | March 30 | April 6 | April 13 |
| March 27 | April 3 | April 10 | April 17 |
| March 30 | April 6 | April 13 | April 20 |

**Proposal Form for Second-Year Students**
**4th Annual Showcase Conference**
Northwest High School, Wichita
Commons Area
Saturday, May 6, 2000
8:30-12:00
**Site:** NORTHWEST

**Conference Description:**

The Showcase Conference is sponsored by the Department of Curriculum and Instruction at Wichita State University to showcase the professional growth of educators enrolled in the master's degree program. The Conference will consist of poster, concurrent, and portfolio presentations. First-year students will present poster sessions. **Second-year students will have the option to present concurrent sessions or to share their portfolios.**

Please type or print your proposal below:

---

**Presenter(s):** (Please be sure names are spelled correctly):

**Title of Presentation:** _____

**Type of Presentation:** (Check the type of presentation submitted in this proposal):

_____ Concurrent Session (20 minutes) _____Portfolio

**Please note a one or two word descriptor of the topic if yours is a concurrent session:**

_____

**Brief Description of Your Presentation** (35 words or less) The description will be used in the conference program.

**Note: Overhead projectors and screens will be available in the rooms of concurrent sessions. Students should plan to bring other needed AV equipment.**

**All proposals must be submitted to your campus-based facilitator by March 10, 2000.**

Wichita State University

*Northwest High School 1998-2000*

Learning Community, Cohort Model, Site-Based M.Ed. Program

Facilitators: Drs. T. Huber, C. McLean, W. Rogers

## Accessing and Reviewing Professional Literature Project
## Rubric for Feedback

Targeted Goal(s) and Enabling Objective(s)# 6.1
Targeted Course Outcome(s): CI 731.2; CI 731.4

| *Exceptional Accomplishment* | *Above-Average Accomplishment* | *Accomplished* | *Not Accomplished* |
|---|---|---|---|
| Used 5 or more sources to locate professional literature | Used 4 or more sources to locate professional literature | Used 3 or more sources to locate professional literature | Used 1 or more sources to locate professional literature |
| Created a table documenting sources (incl. definition of source), descriptors searched, years searched, "hits," and number of articles reviewed (complete resource) and abstracted (abstract only) | Created a table documenting sources (incl. definition of source), descriptors searched, years searched, "hits," and number of articles reviewed | Documented sources, (incl. definition of source), descriptors searched, years searched, "hits," and number of articles abstracted and/or reviewed | Identified sources without providing an audit trail to recreate the search process |
| Incorporated 5 or more print resources: journals, articles, books, book chapters, monographs, reports, theses/dissertations, unpublished works, and/or publications of limited circulation | Incorporated 4 or more print resources: journals, articles, books, book chapters, monographs, reports, theses/dissertations, unpublished works, and/or publications of limited circulation | Incorporated 3 or more print resources: journals, articles, books, book chapters, monographs, reports, theses/dissertations, unpublished works, and/or publications of limited circulation | Incorporated 1 print resource: journal, article, book, book chapter, monograph, report, thesis/ dissertations unpublished work, and/or publications of limited circulation |
| Incorporated multiple resources from electronic and a/v media | Incorporated 2-3 electronic and a/v media | Incorporated a resource from electronic or a/v media | Incorporated print but neither electronic nor a/v media resources |

| Cited 13-15 resources | Cited 11-12 resources | Cited 10 resources | Cited fewer than 10 resources |
|---|---|---|---|
| Annotated each cited resource with a meaningful description of the importance/ significance of the work evidencing professional comprehension of the topic | Annotated each cited resource with a basic description of the importance/ significance of the work | Annotated each cited resource | Identified resources |
| Related all resources to specified educational issue or topic with clarity and effective interpretation of the resource | Related all resources to specified educational issue or topic with clarity, rewording the original abstract | Related all resources to specified educational issue or topic | Generally related resources to education |
| Worked collaboratively and professionally in a team of 2-4 colleagues (based on peer evaluations) | Worked professionally in a team of 2-4 colleagues (based on peer evaluations) | Worked collaboratively in a team of 2-4 peers (based on peer evaluations) | Worked with a team of 2-4 peers (based on peer evaluations) |
| Applied APA professional writing standards for all reference elements with accuracy and skill | Applied APA professional writing standards for all reference elements | Attempted APA professional writing standards for all reference elements | Typed all reference elements |
| Applied APA professional writing standards with accuracy and skill in presenting title page, abstract, expression of ideas, format , and style | Applied APA professional writing standards in presenting title page, abstract, expression of ideas, format , and style | Attempted APA professional writing standards in presenting title page, abstract, expression of ideas, format , and style | Typed title page, abstract, and related components of the assignment |

Complete project includes: Title page, abstract of project, annotated citations, search documentation table, copy of the abstract from each source (if available), written/supported peer evaluation of each team member and self.

Name: Date Submitted: Date Returned:

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Wichita State University

*Northwest High School 1998-2000*

Learning Community, Cohort Model, Site-Based M.Ed. Program

Facilitators: Drs. T. Huber, C. McLean, W. Rogers

# T-BAR

## Rubric for Feedback

Team Topic: _____

Targeted Goal(s) and Course Outcome(s): _____

| *Exceptional Accomplishment* | *Above-Average Accomplishment* | *Accomplished* | *Not Accomplished* |
|---|---|---|---|
| Documentation/ Application of all 7 stages of T-BAR (114)[1] | Documentation of 5-6 of 7 identified stages of T-BAR | Identification of 7 stages of T-BAR | Definition of T-BAR stages |
| Documentation of development and precise identification of theme and/or focus of improvement (119) | Documentation of development of theme and/or focus of improvement | Development of theme and/or focus of improvement | Statement of theme and/or focus of improvement |
| Evaluation of political implications of theme and/or focus of improvement (120) identifying multiple aspects | Consideration of political implications of key terms and aspects regarding the theme and/or focus of improvement | Consideration of a political implication of theme and/or focus of improvement | Awareness of political implications of theme and/or focus of improvement |
| Development of individual action plan (121) with individual focus and metaphorical comparison (122; 136-140) | Development of individual action plan with individual focus | Development of individual action plan | Report of individual action plan |
| Written, clearly defined statement of ethics[2] (127) and documented response to 15-item ethical self-check (127) | Written statement of ethics and documented response to 15-item ethical self-check | Written statement of ethics and response to 15-item ethical self-check | Implied statement of ethics and response to 15-item ethical self-check |

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| Substantiated 10-item project rating with interpretation of score (128) | Substantiated 10-item project rating with score | Scored 10-item project rating | Project rating |
|---|---|---|---|
| Analysis of 4 or more data collection techniques (128-129) | Analysis of at least 3 data collection techniques | Analysis of data collection technique | List of data collection techniques |
| Table of group validity check (128-129) with at least 4 types of validity checks | Table of group validity check with at least 2-3 types of validity checks | Table of group validity check | Worked with a team of 2-4 peers to identify data collection |
| Six-part draft of T-BAR report (134) including references and lit review | Six-part outline of T-BAR report including references and lit review | Six-part outline of T-BAR report | Outline of T-BAR report |
| Applied APA professional writing standards with accuracy and skill in presenting title page, abstract, reference elements, expression of ideas, format , and style | Applied APA professional writing standards in presenting title page, abstract, reference elements, expression of ideas, format , and style | Attempted APA professional writing standards in presenting title page, abstract, reference elements, expression of ideas, format , and style | Typed title page, abstract, reference elements, and related components of the assignment |

Notes:

[1] parenthetical page numbers refer to Kochendorfer, L. (1994). *Becoming a reflective teacher.* Washington, DC: National Education Association. Numbers apply to the entire row, but only appear in the first column.

[2] ethics may be identified as part of the IRB draft/application

Complete project includes: Title page, abstract of project, responses to the nine aspects of this project as identified in the first nine rows of the rubric, references, goals and outcomes matrix, and self evaluation. Team collaboration is intended; only the action plan will be evaluated individually.

Name: Date Submitted: Date Returned:

**Wichita State University**
**Northwest High School 1998-2000**
Learning Community, Cohort Model, Site-Based M.Ed. Program
Facilitators: Drs. T. Huber, C. McLean, W. Rogers, C. Combs

**Professional Portfolio**
**Rubric for Feedback**
Spring 1999
**Portfolio Creator:** _____
**Date**: _____

| | *Exceptional Accomplishment* | *Above-Average Accomplishment* | *Accomplished* | *Not Accomplished* |
|---|---|---|---|---|
| *[A] Table of Contents* | Heading s and subheadings for each major section, as appropriate | Headings and multiple subheadings included, as appropriate | Minimum of 1 heading for each major section [B-H as appropriate] in the portfolio | |
| *[B] Cover Letter* | Clear overview of portfolio contents with reflective explanation of how you have addressed the 6 program goals and how your pedagogy and orientation(s) are supported by these entries, including a plan for continued professional growth | Clear overview of portfolio contents explaining how you have addressed the 6 program goals and how your pedagogy and orientation(s) are supported by these entries, including a plan for continued professional growth | Clear overview of portfolio contents explaining how you have addressed the 6 program goals and how your pedagogy and orientation(s) are supported by these entries, including a plan for continued professional growth | |
| *[C] Log of Hours* | Minimum 180 hrs with activity description/ category/date/hrs and total | Minimum 135 hrs with activity description/ category/date/hrs and total | Minimum 90 hrs with activity description/ category/date/hrs and total | |
| *[D] Program Matrix* | Updated matrix including reflective assessment of accomplishment of self-selected goals | Updated matrix including Assessment of accomplishment of self-selected goals | Updated matrix | |
| *[E] Semester Matrix* | Updated matrix including reflective assessment of accomplishment | Updated matrix including. Assessment of accomplishment | Update matrix | |

| | | | | |
|---|---|---|---|---|
| *[F] Tech Matrix* | Updated matrix including reflective assessment of accomplishment | Updated matrix including assessment of accomplishment | Update matrix | |
| *[G] Research Project* | Current draft of title page; abstract; table of contents; 4-part intro; expanded lit rev, detailed methodology, references, audit trail, timeline projected through completion | Current draft of title page, abstract, intro, lit rev, methodology, references, audit trail, timeline projected through completion; multiple levels of headings included in at least one part | Current draft of title page, abstract, intro, lit rev, methodology, references, audit trail, timeline projected through completion | |
| *[H] Resume* | Resume format including address, educational history, professional experience, professional associations, other experience representing professional skills and dispositions | Resume format including address, educational history, professional experience, professional associations, other experience | Resume format including address, educational history, professional experience | |
| *[I] Caption And Artifact (for every entry but A-E)* | Each artifact exemplifies tbar skills & disposition of a researcher; prof leadership; and each is preceded by a caption incl: relevant date; importance; relationship to prof devel; self-reflection | Each artifact exemplifies tbar skills and prof leadership and each is preceded by a caption incl: relevant date; importance; relationship to prof devel; self-reflection | Each artifact documents tbar and prof skills ; each preceded by a caption incl: relevant date; signif.; relationship to prof devel; self-reflection | |
| *[J] APA Writing Style* | Exceptional accomplishment in at least 2 APA categories with general accomplishment in the other: (a) content and organization of ms.; (b) expression of ideas; (c) APA editorial style (see APA, 1994, 2nd printing, pp. v-x) | Outstanding accomplishment in at least 1 APA category with general accomplishment in the other two: (a) content and organization of ms.; (b) expression of ideas; (c) APA editorial style (see APA, 1994, 2nd printing, pp. v-x) | General accomplishment in all 3 APA categories: (a) content and organization of ms.; (b) expression of ideas; (c) APA editorial style (see APA, 1994, 2nd printing, pp. v-x) | |

## Student Reflections and Artifacts

Baergen, Julie
- Teaching Metaphor
- Research Bias
- Curriculum Ideology—An Analysis of Position

Berridge, Sheila
- Methodology Timeline for Thesis Research
- Researcher Bias Statement in Chapter One of Thesis
- An Adaptation of Joseph Tobin's (1989) Multivocal Methodology

Boehringer, JudiKay
- Thesis Vignette--Marcus Story
- Research Focus Table: Questions to be Answered
- Research Audit trail and Projected Research Timeline

Combs, Cindy
- Reflection on My Professional Transformation
- Critical Reflection–Use of *Thesis Talk* as a Methodology

Douglas, Dick.
- Grant
- Reflective Paper
- Text Analysis--Constructivist Classroom

Echard, Kelly
- Audit Trail for Thesis Research
- The Use of Arts-based Educational Research as Data Collection and Descriptive Writing
- Log of Hours for Fall 1999, Third Semester

Holmes, Debbie
- Thesis Table of Contents
- Research Bias Poem: Shadows of My Mind
- Cover Letter: The Journey

Knapp, John
- Chapter Two: Review of Professional Literature
- Essay Demonstrating Proficiency in Technology Integration in the Classroom
- Log Sheet for Contact Hours for Third Semester of Program
-

Longnecker, Sandra

- Text Analysis of Collecting and Interpreting Qualitative Materials
- Program Objective and Outcomes Research Timeline
- Review of Program Goals
- Methodology Focus and Research Timeline

Surender Ashok.

- Fall 1999 Program Goals and Learning Outcomes, Curriculum and Instruction Matrix
- Technology Proficiency—Power-point Presentation: An Ethnographer's Study of Minority Students' Experiences at a Predominantly White High School
- Evaluation–An Ethnographer's Study of Minority Student's Experiences at a Predominantly White High School, "Conference Talk"

Vequest Jeanette

- Review of Literature Audit Trail Table
- Reflective Cover Letter Highlighting Program Goals
- Semester Three Course Outcomes

# MULTICULTURAL LITERACY AND STUDENT ENGAGEMENT IN INTERMEDIATE CLASSROOMS

**Julie Franklin Baergen**

## Artifacts

- Teaching Metaphor
- Researcher Bias
- Curriculum Ideologies–An Analysis of Position

## Reflection

There comes a point in your life when you know there is more to the world than what is seen from the front of your classroom. Even peeking out the door and down the hall doesn't satisfy the restless feeling. Talking with colleagues and reading the journals helps ease the desire a bit, but at last you throw in the towel and sign up for graduate school.

This journey for knowledge revealed that what I really needed, I already had (kind of like characters from *The Wizard of Oz*, which would be appropriate, coming from Kansas and all). It was looking me in the face all along–literally. This would be reflection. Not the kind of reflection that I was used to doing, which consisted of checking my lipstick before the kids walked in from lunch recess, but the kind of reflection that allowed me to really think critically about my beliefs and practices. Actually forced me to think, organize, and put into print my thinking regarding schooling and my contribution to the profession. This Master of Education in Curriculum and Instruction program helped *me* look at *me* in a different way.

There were several attributes of this program that facilitated this process. First and foremost would be the commitment of our principal professor. Her professionalism, dedication, and knowledge base was, and is, inspirational. Our two year relationship maintained continuity for the program and the research. Secondly, the readings we worked with provided a firm foundation for our study and helped us achieve a better understanding of our philosophies of education. Elliot Eisner's (1994) *The Educational Imagination: On the Design and Evaluation of School Programs*, is an example.

An emphasis on scholarly research benefitted me on multiple levels. Not only have I been involved in conducting and reporting teacher-based action research, but I learned how to interpret the research of others. It was also through this program I was privileged to work as Documents Coordinator for the *Journal of Critical Inquiry Into Curriculum and Instruction*. This position required that I intelligently converse with editors, authors, and others about research and journal matters (ok, so, we're still working on this). Even more exciting were the opportunities to attend and present research, as well as our journal, at national and international conferences.

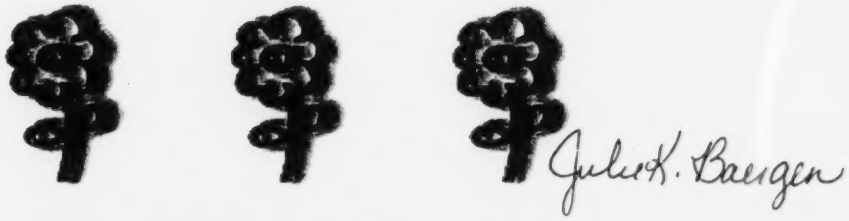
The Site-based Master of Education in Curriculum and Instruction program allowed me to develop confidence in my self and my teaching practices. I realized a dream of publishing my writing and working in the literary field, which in turn strengthened my abilities to teach my elementary aged students to write well. Furthermore, my ideas on education might not always be on track, but at least now I could argue my position with conviction. I know the names of many vanguards in education; I've even met a few.

The documents accompanying this reflection are examples of literary accomplishments during the program. The initial paper represents a metaphoric reflection of my teaching philosophy and my first piece of published prose (Baergen,1999). As we completed an assignment on identifying researcher bias, the second document was created. Lastly, *Curriculum Ideology* reflects a critical examination of a given passage for identification of ideology affiliation. I include this specifically to point out the dual authorship. In our program we are encouraged to collaborate on research, data analysis, and other projects. I believe this prepares us to work constructively in the field with colleagues.

The greatest satisfaction from participating in this program was finding myself no longer searching for a view of something better. Now, it was me creating the picture.

# Teaching Metaphor

By Julie K. Baergen




Each morning the sun streams through the windows lighting up the crowns of little heads poised over spiral notebooks. The little hands associated with these little heads are clutching pencils, which glide, scribble, and crawl across the pages. I sit on my stool positioned above them and look out over my "kingdom." What power I wield! My height, physical and contrived, conveys this, but is this what my students see? I hope not. In the beginning of my career I think I did want them to see my power. I know I wanted them to feel it, but life experiences tend to soften our edges and for that I am thankful.

Relating my teaching career to a garden seems to encompass the ideas I have about the "power thing."[1] Fifteen years ago I would say I was the bright sunflower in the middle of the bed. Towering from above I could look down at the little dandelions around me and feel superior. The heck with the gardener, the dry soil, and the blazing sun; I could withstand them all! Looking back, I was nothing more than another weed; maybe a little taller and a little brighter, but a weed nonetheless. This went on for three years. I wonder sometimes if my name comes up in therapy sessions around the city.

In 1984 my son was born. I continued to teach school for four more years until the birth of my daughter in 1989. It's interesting to note these were very "planned" pregnancies. There is a lot of power in the ability to control events like these. After Betsy was born, I took a seven-year sabbatical. During this time I lost a lot of the power on which I relied. The loss of a paycheck and toddlers with their own minds will do that to a person.

When my son entered middle school and preferred I not linger on the street in front of the school, let alone walk him to class on his first day, and when my daughter, with confidence I could not match until I was 35, marched in to third grade without a goodbye or a glance in my direction, I decided my "mommy" role had been promoted to "mother" and perhaps I could get my life back.

This time around my garden looks very different.[2] I am no longer the big, bright sunflower, the star of the garden. I have taken on the much more important role of the nurturing gardener. The power now is used to nourish and flourish my garden. My students are no longer the ugly dandelions appearing all the same, and looking to me in awe. They have now become beautiful, budding flowers of diverse variety, still looking to me, but for much different reasons. Many are of the same species and need to be cared for in a like manner. Some are hybrids and require special care, and some are tough little blossoms. They could get along without me. My job is to find the right food to nourish their soil, give the right amount of moisture to keep them growing and monitor the sunlight that warms them each day so they will not get burned.

I have done some reflecting on the reasons for this change in my basic philosophy of teaching. I believe the change comes from a shift in my beliefs about children and people in general. I once thought everyone was predestined to arrive at the same place, at the same time, in the same way. A poor gardener treats his seedlings like that. I've discovered that just as living plants have different nutritional and environmental needs, so do people; especially children. Climbers need trellises and jungle gyms; ground covers need a large area to spread their leaves, and markers, papers, and books; shade loving things are usually lush, yet fragile, and need cool, quiet places to flourish.[3]

Once I accepted these differences in people, I was open to adjusting the techniques I used in working with them. It is amazing to recognize the positive changes in myself as well as in others once I was able to do this. Relationships have become my focus. How can I best serve these children to allow them to find success? I continue to reflect on this question and strive to meet individual needs.[4] As the gardener consults plant books and experts, I am continually doing the same in education circles for my classroom.

The flower bed is my classroom. Just as the gardener prepares the soil here, so do

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I prepare my classroom. Each season the ritual of clearing out the beds, stirring the soil and planning the garden begins. The day I receive my classlist the seeds are planted and by the time the first day of school arrives, green is peeking through the crusty ground.

Gardeners have tools to help them tend the garden: trowels, rakes, spades, gloves, etc. Teachers have tools too: lesson plans, assessments, portfolios, professional journals, etc. These are all necessary to tend our classrooms. The nourishment I give the students is the lessons and activities I involve them in as well as my love and care. As not all plants take the same nourishment, all children do not receive the same assignments or need the same type of care. It is my responsibility to research their needs.

The life blood of the plant is the water that saturates the soil and enables the plant to draw nourishment through its roots. I see the water as our school district. The water may be hard at times, and full of harmful minerals, but without it there could be no garden. The water flows through the pipes (the school board and administration) and is dispensed at the spigot (the principal). Luckily for my flowers, a filter was installed at the tap. I think my blossoms are more healthy for it. Sometimes this tap drips a little and waters the flowers directly, just like our in-school administration who roam the halls with smiles and handshakes. The majority of the water enters my watering can and I can distribute it amongst the life.

The plants' roots are like my students' parents. Most have a good root system; able to support them and provide nourishment. Once in awhile the roots deteriorate or are never established and the plant suffers. Roots need to be tended too. Although I do not have much control over parents' circumstances and attitudes, there are ways I can support them.

The beginning of the school year is the perfect time to feed these roots. A gardener would provide plant food and mulch the bed for the winter. It is here where the roots I work with differ. As plants' roots are beginning to sleep, my students' parents are just awakening to me. To feed them I try to make a positive contact with them as soon as possible. Each time I meet them, for whatever occasion, I always speak well of their child first. I want them to know their efforts in supporting their child are worthy. Roots work silently, underground to nourish and hold the plant firm. The gardener only makes it easier for them to do their job below as she does her job above. This is a partnership. I try to reflect that whenever possible. We sit side by side at parent/teacher conferences. If they try to sit across from me I move.

The gardener as the caretaker observes his garden for signs of neglect or deterioration and tries to remedy the problem. In our schools, there are resources available for situations that require an extra measure of care, i.e., social services, clothing banks, counseling resources. Often it is just a matter of adding the right ingredient to the soil and the roots can take a better hold of their flower.

The flowers themselves are responsible for a lot of their growth. Photosynthesis is a process that goes on inside the plant to enable it to feed itself. In many ways, my students are responsible for their own intellectual growth. I wish it was as automatic for them as it is for the flower.



No matter what the gardener does, weeds always crop up. One species of weed can be viewed as those lessons and activities that fail to grow the students. Instead of making them stronger, these lessons choke the students like weeds choke the plant. The look of failure in the eyes of a child is as devastating to me as a wilted flower in a well-groomed bed is to the gardener. Perhaps the difference is the gardener can add a little more water or even pluck the bloom and wait for a new one. A child does not recover as easily. Permanent damage often occurs; there is no second blossom. Consistent weeding is crucial to the garden bed for the plants to flourish. Likewise, continual evaluation of planned lessons and student achievement is necessary to ensure a measure of success for each student.

Another species of weed grows on those days when Quick Trip is out of cappuccino, the pollen count is high, or the flowers in the other bed I'm responsible for are not cooperating. There are plenty of weeds to pull.

Then there is the issue of tacky yard ornaments. It seems no garden is complete without one or two of these. State and local assessments fit here. Sometimes they seem unnecessary, but they can enhance the garden. As teachers, we grunch a lot about our assessments. In our district we are in a process to produce assessments in all areas of the curriculum that align with state as well as district standards. The process is long and often tedious; the rules keep changing, we are forever in training. Eventually, the assessments will stand. The results will be useful in helping us plan our curriculum, but right now they appear to be the pink flamingo in the rose garden.

At the end of the year, the plants are in full bloom. Some are bigger than others, and some are brighter. Many of them were a surprise because they do not look like the picture on the seed packet, but each one is a masterpiece of beauty in its own way. The gardener is pleased with the crop. A lot of work and love went into the growing. And as I survey them from high up on my garden perch, with the sun washing over them, I notice they are a little too warm and I pull the shade.

## Notes

1. Kochendorfer (1994) offers guidelines for helping teachers reflect on past and current teaching practices, including strategies for recalling and reflecting upon the initial decision to become a teacher (pp. 15-17).
2. In Chapter 3 of Kochendorfer (1994), teachers are asked to engage in journaling and other activities designed to heighten awareness of current practices and enhance future instructional choices.
3. Strategies for identifying how teachers use various intelligences to describe their students are provided by Kochendorfer (1994, pp. 55-60). Student constructs are developed and matched with teaching styles, instructional design, and intervention suggestions.
4. Combs (1998) interpretation of the Smythe model for reflection provides a framework for continual inquiry into teaching practice. Practices are identified and described, analyzed for relationships between practices and phenomenon, confronted for possible sources, and then reconstructed for change (p.36).

## References


Combs, C.A. (1998). Empowering teachers by using the Smyth model for reflection. Unpublished master's thesis, Wichita State University, Wichita, Kansas.

Kochendorfer, L. (1994). *Becoming a reflective teacher*. Washington, DC: An NEA Professional Library Publication.

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## Researcher Bias

*"Research experts want to know what can be done about the values of poor segregated children; and this is a question that needs asking. But they do not ask what can be done about the values of the people who have segregated these communities"*

*–Jonathan Kozol, l991, p. 193-194*

I see it on the news, I grew up with it, I live just up the street. The Northeast Quadrant. This was the part of town you did not drive through, and if you had to, you locked your doors and kept your head down. I never questioned it, I just banded together with my family and friends, and took the long way around the city to avoid it.

Young black men walk the streets. It is assumed they are up to no good . . . carrying a gun on the way to a drug deal. All of them. The children who play in the yards and in the streets off the main thoroughfares are all products of unwed, teenage mothers who wear their hair funny and talk too loud. Brothers and sisters have multiple fathers. It is bad. It is wrong. It is trash.

I'm not sure when the paradigm began shifting, but the catalyst for real transition came the year I began teaching again, l995. I came back to the field 8 years wiser, and with a mother's perspective. My students in class were no longer projects to be completed in 9 months, but other people's children who needed to make their way in this world. Parents were no longer the enemy, but partners in the struggles of parenting.

Specifically, the catalyst was Mario. Nine-year-old Mario's African/Hispanic features created this beautiful child that one took note of. He had this charismatic personality that assumed leadership and commanded attention. But, with all of these positives, Mario was an angry boy who seemed more like a man.

In the classroom, Mario was the center of attention. He was bright and funny, and had a difficult time sitting still. He would often get up from his chair and wander around the room looking at me out of the corner of his eye. He was a great conversationalist, especially during teacher instruction and independent study time. His favorite game was to see how far he could push me while the rest of the class sat on the edge of their seats anxious for my response. More often than not, he pushed me over the edge. I'm sure this made for great entertainment. Mario set the tone for the class the moment he walked through the door. During the day, the class looked to him for direction. I realized that if I was going to survive in this classroom, I would have to win Mario's respect and affection.

In my journey to discover who he was, and how to win his affection, I discovered two things about myself. One was that I was afraid of these children whose skin was dark and whose lives were mysterious to me. And two, they noticed the difference just as I did, but were not as tentative to speak of it. They knew right away that I was an intimidated white woman, and they used it to their advantage. In my efforts to be "color blind" I denied them their color. In denying them their color, I set myself up for their hate.

I also discovered a bit about Mario. He had parents who cared *about him*, but seemed unable to care *for him*. He and his older brother lived with an aunt and uncle. There was a social worker involved that spoke frankly with me about his life, and there were grandparents who loved him. And he had a teacher who was afraid, who pretended he was just like her, who did not give value to his individual existence, and expected him to be someone else someday. At some point I asked myself, "How would I feel?" No wonder this child was angry.

I remember distinctly the day we turned the corner. Some of the boys were trying to teach me the complicated hand shakes they could perform better than their times tables. I finally gave up and said, "You want to see how an old, white woman does it?" and I gave Mario a high five. I thought he was going to choke on his laughter. But it seemed as if once I admitted the difference, I had earned his respect.

It was during this time I was also taking a class that explored gangs and violence in our city. Our instructor was an older white male from a larger, nearby urban school district and had been a high school teacher for more than 30 years. He talked about a population of these kids and their lives in ways I had never heard before. One thing he said has always stuck with me, "How would you feel if your teacher was afraid to come to your house, afraid to drive through

your neighborhood, afraid of you?" I had expected to learn how to protect myself, instead, I learned to open my heart. I had never thought like this because I had never had too. And, frankly, I didn't want to. It scared me; it shamed me; it shattered my way of thinking.

There was a young black man who was brought into the class to speak with us. He had actually been on the streets working with the youth in the community. He produced a film we viewed, *The Anatomy of a Driveby*. His presentation was powerful. He took us on a bus tour of our city and translated graffiti, identified drug houses, and introduced us to unlovely places. But he shared some of the beautiful things with us too. We visited middle-class black communities and saw the positive things happening there. We talked with people in poorer neighborhoods and learned a bit about their struggles. I finally asked the question I had been harboring for some time, "What can I do? I am not like them. What can this middle-aged, white woman do for these kids?"

His response, "Don't be afraid." And then he proceeded to pick on me the rest of the weekend–I was in every role play activity; my comments were shredded; and I felt what it was like to be set up to fail.

I am a different person today. Slowly, I have made steps outside my comfort zone. I go into kid's neighborhoods; I talk to parents about their lives and do not make value judgements. And I don't pretend we are all the same. We are not. I am not the superior being; I am just another human trying to make the best of things in this life. Today, it is the relationships with others that are important. Recognizing kids' value and worth, and nurturing the skills to make their dreams reality.

I like to work with the "bad boys." The ones the other teachers are less likely to embrace. I want to discover why they are angry, why they "misbehave," and how they can get past the anger to empower themselves and other people. Most of all, I want to be sure I am not part of the problem. Am I giving them all of the support and the tools necessary to do more than just survive? Am I giving them the right kind of support? Are my values in the right place in relation to theirs? What messages am I sending?

## Curriculum Ideologies–An Analysis of Position

Julie Franklin Baergen
Ashok Surender

Passage

"The student too often uses the map, the lab, the encyclopedia or the microscope only at the rare moments when the curriculum tells him to do so. Even the great classics become part of sophomore year instead of marking a new turn in a person's life. School removes things from everyday use by labeling them education tools.

"If we are to deschool, both tendencies must be reversed. The general physical environment must be made accessible, and those physical learning resources which have been reduced to teaching instruments must become generally available for self-directed learning."

Historical Interest Group

The curriculum ideology represented in the above passage can be found in the efficiency movement that occurred at the turn of the century (Eisner, 1994). Frederick Taylor studied worker's behavior on the job and proposed to restructure the work place to eliminate wasted time and motion. His development of this time and motion study trickled down into the schools. Schools, with the purpose of delivering more efficient education, became highly managed systems that provided precise prescriptions for performance.

Eisner (1994) explains that this "scientific manager" approach to teaching comes about by what Callahan (1962, as cited in Eisner, 1994) terms vulnerability thesis. When the schools are criticized, the schools tend to work harder to provide accountability for the public. A scientific management approach that is familiar to the public and easily documented is a safe way to provide accountability.

In regards to teaching instruments, teacher themselves are also tools. Eisner (1994) mentions that the public press might have a heyday with new, even radical ideas about educational practice. Teachers working alone in classrooms quietly go about business as usual; the most experienced have learned very well how to ride out the storm. Thus, if we want to know what schools are like, we need data closer to the phenomena than those described or promoted in print. This close-up view of teachers and teaching often help the efforts for change. If self-directed learning is to take place, teachers must have society's support, and teachers resistant to change must see good models of this approach. Otherwise, many would rather wait for the dust to settle and go on as before, or wait for the mandate to make a change in their personal educational pedagogy.

Orientation of the Author and Represented Current Curriculum Trend

The philosophy of self-directed learning, and allowing "educational tools" to mark the turning point in a life comes from the ideology of Reconceptualism. James McDonald (1975), Dwayne Heubner (1963), and William Pinar (1975) are leaders in the development of this orientation of education (as cited in Eisner, 1994). In their view, the personal relevance to one's life is left out of the American schools. The industrialization of schools; shaping students to the mold, rather than students shaping the mold; and discounting personal experience are the believed to be the hallmark of American schools today. There has been too much influence from a "means-end" mentality.

Conclusions

The passage is supporting the "deschooling" of education, and sees this accomplished by making the physical environment accessible and learning resources a part of self-directed learning. Reconceptualism seems to point to that same conclusion. "To provide children with a decent educational environment requires a reconceptualization of how we think about educational programs, who develops them, and what they are for. They are not primarily, in the view of Reconceptualists, for learning how to earn a living, but for learning how to live" (Eisner, 1994, p. 78).

Alternate Perspective

An alternate perspective to this ideology would be that of Progressivism which is best represented in the writings of John Dewey. Progressivism is identified by two distinct conceptual strandsBthe nature of human experience and intelligence, and social reform. While Progressivism is concerned with the whole child, the emphasis is placed on the influence the political process has on the kind of personal life an individual will lead. Intelligence is developed to ultimately reshape the environment; the political process.

Dewey believed that this intelligence was developed through process as well as biology and genetics, and required the resources of the culture around it to grow. "Indeed, one of the school=s major tasks, according to Dewey (1902), is to create what he calls the educational situations through which a child becomes increasingly able to deal with ever more complex and demanding problems. What grows through this process of increasing competence is the child's intelligence" (Eisner, 1994, p. 68).

Dewey might agree with parts of the Reconceptualists view of education. But while Dewey believes that the whole child should be taken into account in education, his philosophy is driven by problem-solving the environment to grow intelligence, rather than driven by the desire to find enjoyment in the learning. The Progressivists and Reconceptualists would be in disagreement over the phrase, "learning to make a living, over learning to live.

Along with Dewey's liberal ideas, Cremin stated that no longer was it appropriate to regard the child as a passive receptacle to be filled with curriculum content. No longer, could mind and emotion be regarded as independent. No longer could the curriculum be thought of as a static, fixed body of content, created in administrative offices and handed down to teachers. As for the curriculum, it could not be optimally developed by people who had never seen the child; hence, teachers needed to play a fundamental role in its creation (Elliott, 1994). Again, we can focus on teachers as tools for a child to learn with and a vital part of a child's educational growth.

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# AN EXPLORATORY AND DESCRIPTIVE FOCUS ON PAUSES IN THE ACQUISITION OF EMERGENT LITERACY SKILLS

**Sheila Berridge**

## Artifacts

- Methodology Timeline for Thesis Research
- Researcher Bias Statement in Chapter One of Thesis
- An Adaptation of Joseph Tobin's (1989) Multivocal Methodology

## Reflection

I, Sheila Berridge, am currently working towards my Master of Education in Curriculum and Instruction at a Site-based program through Wichita State University under the direction of Dr. Tonya Huber. In the process of conducting an ethnographic research study on emergent literacy pauses, I have learned the power of reflection and also experienced a paradigm shift as a professional. I feel that the growth that I have experienced is due to the relevance of this program to my daily teaching life. I have been given the tool of action research that has and will continue to positively affect my instruction and my students' learning. This site-based MEd program has had great impact on me as a professional. My teaching will forever be changed.

I have had the privilege of working under Dr. Tonya Huber for the past two years. She is the driving force behind the success of our site. She works interminable hours to ensure the success of this site-based program. The structure of this program has allowed me to work under the same professor for the past two years. I have become comfortable with Dr. Huber's expectations and style of teaching, and she in turn has become respectful of my style of work and composition. Her immense knowledge about and her drive for research serves as a dynamic model for me to emulate.

Student peers have served as a great source of support. Although there are twenty-seven individuals, we are all working toward the same goals and are sharing similar experiences. The common links that we share have allowed us to bond and build a strong chain of support. We have each chosen a topic that holds personal relevance. We each work in our own classroom to not only better ourselves, but education in general. The intensity and focus of this program drives one to new boundaries. Due to the six-hour load per semester, an extensive amount of work is completed and a vast amount of knowledge acquired.

Through this program I have found the art of reflection and the grounding in my philosophical beliefs to be of utmost importance. At the start of this program the focus was strongly on reflection. I practiced reflection through the readings of Kochendorfer(1994) and also in my classroom through the use of the Smyth Model as presented by Cindy Combs(1998). I have found the use of reflection to be an integral part of my qualitative research process. I have found a deeper understanding of the philosophical underpinnings that accompany the ideology with which my teaching is most strongly aligned. Eisner states, "it is useful in comprehending educational practice to understand how beliefs about what is valued influence what is taught, for what ends, and for what reasons"(p. 55).

Through this two year program, Dr. Huber has pushed me out of my nest and taught me to fly. I am soaring beyond any boundaries I may have formally set. I am exploring my role as a teacher researcher and as a growing professional. It is my hope that I will present my research at several conferences. I am spreading my wings beyond traditional research and spanning the realm of arts-based educational research (ABER). ABER has provided me with a tool to reach beyond the statistical language of research and to the emotional side of research. When educators are moved, they then feel the responsibility to change, to shift in their paradigms. Ultimately, my goals span beyond the degree I am now pursuing. I hope to publish my work to impact the educational field, especially in emergent literacy. It is also my aim to begin studies toward and to attain a doctoral degree.

## An Adaptation of Joseph Tobin's (1989) Multivocal Methodology

### Ethnographic Methodology

Tobin's (1989) Methodology

An adapted form of Joseph Tobin's(1989) methodology provided the model to videotape my kindergarten student participants during writing and reading activities. Tobin, along with his colleagues, David Wu and Dana Davidson, was interested in the role preschools played in the socialization and enculturation of children in Japan, China, and America (p. vii). As part of the methodology used, Tobin videotaped various preschool classroom activities in all three countries. He used the term "visual ethnographies" (p. 5) to describe edited tapes which contained footage most relevant to his study. The edited tapes were viewed by teachers, administrators, parents, children, and child-development experts in the county of origin and in each of the countries in the study (p. 5). He considered his study to be multivocal ethnography meaning, "a telling and retelling of the same event from different perspectives-an ongoing dialogue between insiders and outsiders, between practitioners and researchers, between Americans and Chinese, Americans and Japanese, and Chinese and Japanese (p. 4)."

An adapted form of multivocal methodology.

In following Tobin's (1989) example, I too, used a multivocal ethnographic approach. However, my study of emergent literacy pauses lent itself to a more structured and systematic methodology. Kindergarten student participants were videotaped 15 to 30 minutes for 5 sessions each during reading and writing activities. My co-investigator and I, viewed, edited, and combined our visual ethnographic tape, as we searched for footage relevant to this study. Student, parent, and teacher participants viewed the videos and were engaged in a conversation about the activities taking place. Tobin used the term "discussion" (p. 7) to describe viewing sessions. I chose conversation due to the tone I wished to set during my sessions. For me conversations sent the message of a warm open dialogue between people with a common interest. The common interest here was the literacy progress of the student participants. It should be noted that this complete multivocal ethnographic process was used in an effort to gain insight into perspectives on what was taking place during the videotaped reading and writing activities.

## Researcher Bias Statement in Chapter One of Thesis

The sun is shining the air is brisk. A hint of fall blows in the wind. Wispy clouds dot the sky. Stiff stocks with full heads cover the milo fields. An old tin shed sits along a dirt road. The fields seem to stretch for miles as Highway 96 roams into small town USA.
Don't blink too fast, you might miss the town. The stop sign at the corner indicates arrival. The right turn leads down main street. The roughness of the ride reveals bricks beneath the tires. People wave pleasantries. Vacant old buildings, the kind with plaster walls that echo upon entering, border the street. There are a few local businesses, a popular grocery store and a post office. As the rough street continues north, the residential homes begin to line either side of the street. All have trimmed lawns with half-naked trees as their warm sweaters have begun to unravel, shedding and now coloring the lawns with gold, brown, orange, and red. Kids from town are walking in the crisp air. Their breath is seen with every exhale. They are walking toward the elementary school building not far down the street. From inside a house young voices are heard as the children race to school. Buses arrive with the country kids. Their brakes squeal and lights flash as they come to a halt. The doors on the bus burst open as lively children make their way to the front doors of the school. They are eager to greet the day and find what it holds.

The youngest children, kindergartners, make their way to the end of the hall where their room awaits. They walk in awe as they stare at the older kids surrounding them. Some even run into others as their thoughts are preoccupied with surviving the hallway trek. Of course, it takes the kindergartners the longest to get to their room as they are taking in the excitement of morning traffic. As they reach the doorway of their classroom, they enter with enthusiasm and I, their teacher, greet them with a smile of welcome. The noise level in the room begins to rise. Coats are hung up, crayon boxes are put in place, and chairs are pulled down. The children know to come in and take their seats for attendance and milk count. (Ahh! Remember when milk was given to you in the middle of class?) I welcome the children and present them with the schedule for the day. They are jovial and pleased. What more could a teacher ask? As I plan my daily lessons, classroom structure, and environment, I try to plan for a loving, nurturing, and challenging atmosphere. It is my goal to develop pride among the students and friendships true. I give the students an opportunity to work together, hand in hand, toward their own democratic society. Together we write rules for the classroom based on respect for others. They have part ownership in all that we do, thus a responsibility toward all. This is the place where I feel most comfortable, and where I chose to do my research.

This research, however, was not traditional quantitative research, rather it was based on a qualitative research methodology. What are the differences you might ask? Let me explain with a quote from Maykut and Morehouse (1994).

> Quantitative research is based on observations that are converted into discrete units that can be compared to other units by using statistical analysis. While there may be modifications and variations on this general picture of quantitative research, statistical analysis is an essential part of quantitative research. Qualitative research on the other hand, generally examines people's words and actions in narrative or descriptive ways more closely representing the situation as experienced by the participants. (1994, p. 2)

Because I chose my classroom as the sight for my research, I, as a researcher, worked to step back and make the familiar unfamiliar. "The purpose of qualitative research is to get at the world of the agent or the subject. Further, I as a qualitative researcher understood that I was also a subject or actor and not outside of the process as an impartial observer"(p. 20).

It was with these thoughts in mind that I attempted to state my biases and provide the reader with an understanding of my background. I began my quest with a look into my own bias and perspectives in relation to the topic of interest and the field of study. "Perch" is another term used to describe the researcher's place within the context of the research. My perch and perspective were sketched into the portraiture or the final presentation of this study. This sketch allowed me to be aware of my own expectations and inconsistencies. This awareness allowed me to be more effective in the research process (Lawrence-Lightfoot & Hoffman Davis, 1997).

Personal Perspectives

As I began the qualitative research process, I considered the biases I brought to my study. From my perspective as a kindergarten teacher, I knew I had to build a strong literacy foundation for my emergent readers and writers. In order to do this, I integrated the teaching of reading and writing in my classroom. Daily, I read trade books and incorporated writing through group writings as well as individual writings. As emergent readers and writers all students started at varying levels and maintained varying learning rates. Through daily reading and writing, I incorporated individual instruction to benefit all students. I found this to be a successful curricular model for my emergent learners. My short-term perspective was that all students would each day take small steps in becoming fluent readers and writers. These steps ranged from learning a letter and forming it on paper, to learning how to correctly write a word or punctuate a sentence. My long-term perspective was that by the end of the kindergarten year, my students would be fluent readers and writers at the kindergarten level, if not beyond. I, as a teacher, held high standards and expectations for myself as well as for all of my students. It was with these high standards and expectations that I strived to take each student to his/her highest potential.

Personal Experience

I taught fifth and sixth grade prior to my kindergarten transition, and kindergarten for the past three years. Having the opportunity to teach in the intermediate grades gave me insight into skills that were often deficient at that level. While I was just the first rung on a long educational ladder, I used my prior intermediate literacy knowledge and reinforced missing literacy skills early on. With the solid footing provided, I wanted my students to be able to support themselves and sustain growth. I was strongly motivated and dedicated to giving my kindergarten students a strong literacy foundation and base with which to begin their formal education.

Upon taking my kindergarten position, I took literacy workshops form Darla Wood-Walters and became interested and informed in the teaching of reading and writing in unison. I was amazed at the work that her students were doing at the end of their kindergarten year. I modeled my kindergarten day and literacy lesson after that of Mrs. Wood-Walters. I found that my teaching style or curricular bias was more wholistic in nature. I would even go as far as to say that I used wholistic integration. This was the integration of all subject areas with a strong focus on emergent literacy. I used trade books to integrate all subject areas. My literacy lessons from these books often included letter recognition, letter sounds, word recognition, sentence structure, and punctuation. Due to the differences in students' aptitudes, the various intelligences were incorporated into the lessons to meet the needs of all students. As a mandate by my school district, I also taught a structured phonics supplement in my classroom. The lessons were scripted and somewhat rigid. I worked to integrate these lessons into my regular schedule as well. Although I did believe that the children learned from this form of teaching, it was not necessarily the method that I preferred to use. These experiences in my kindergarten classroom helped inform my study.

As the kindergarten year began, I did have some prior knowledge about my students as they entered school. Most of the information pertained to enrollment information. My kindergartners entered my classroom with a clean slate. I had no intended set preconceptions about my students. I must admit, however, that after a week or two in school, I was able to pick out the students who had had some exposure to literacy and those who had been in a pre-school setting prior to kindergarten. For the students who had not had literacy exposure, I certainly had a desire to improve their experiential base and literature awareness.

Interpretation for students

What did this mean for my students? It meant that I wanted to build a secure relationship with my students and I of course wanted them to succeed to their highest potential. It also meant that I realized that all students had diverse educational needs. I was willing to meet each child's special needs. By teaching using a wholistic integration perspective, my students had the opportunity gain an abundance of knowledge in several different areas all at once. By incorporating writing and reading centers, each child worked at his/her own level, and I worked with each student individually. Hopefully, meaning was gained through this process. If the information contained in the daily lessons was meaningful, then it too would be retained.

Interpretation for Research

It was my hope that by looking at my own personal perspectives and personal experience, that my biases would be recognized. My recognition of these biases would help me as a qualitative researcher in my quest to gather and analyze data. "Portraitists prepare for the job at hand by developing a level of expertise that will inform the personal context through which they negotiate the challenge of interpretive description" (Lawrence-Lightfoot, Hoffman Davis, 1997).

Closing

At the close of another school day, the students hustle and bustle to get their things ready to go. The bell rings and the halls fill once again with children and their plans for the remainder of the afternoon.

## Methodology Timeline

Research Questions: Why do children experience literacy pauses?
What causes these literacy pauses?

(Changes are depicted in italics, completions are underlined.)

| Research Strategy | Projected Date | Participant Involvement | Applied Methodology | Duration | *Focus* |
|---|---|---|---|---|---|
| Assessment | September 7, 1999 through October 11, 1999 <u>Completed October 1999</u> January 2000 and February 2000 *(Purposive sample)* | 24 (Echard) 17 (Berridge) Kindergarten Student Participants | Reading Recovery by Marie Clay (all parts) | 20 minutes per student participant | To determine literacy level of student participants |
| Videotaping | October 18, 1999 through November 15, 1999 <u>Completed December 1999</u> | 24 (Echard) 17 (Berridge) Kindergarten Student Participants | Videotaping student participants during writing and reading times | Videotape for 15 to 30 minutes daily for 5 sessions each during reading and writing activities | To determine the different reading and writing methods children employ during read/write |
| Viewing of Videotapes (Student, Parent & Teacher Participants) | <u>First round completed January 2000</u> with *possible* recurring viewing session in early March | Student, Parent, and Teacher Participants | Tobin (1989) | Duration of time needed to view tapes | To gain others' perspective on the informants' reading and writing processes |

| | | | | | |
|---|---|---|---|---|---|
| Interviews (Student participant) | February 2000 | We will select the purposive sample based on data which suggests that student participants are experiencing a literacy pause. | Spradley (1979) and Maykut & Morehouse (1999) | Duration of time needed to complete interview | To gain insight of informants' reading and writing experiences and abilities |
| Interviews (Parent participants) | February 2000 | Parent Participants | Spradley (1979) and Maykut & Morehouse (1999) | Duration of time needed to complete interview | To gain insight of informants' and others' reading and writing experiences and abilities |
| Research Journals | September 1, 1999 through March 2000 (completion) | Co-investigators | Reflections on research process Hubbard & Power (1993) | Minimum 3 times per week | To document co-investigators reflections and perspectives |
| Field Notes and Observations | September 1999 through March 2000 | 24 (Echard) 17 (Berridge) Kindergarten Student Participants | Observations of student participants during reading and writing activities from class and videotapes (Maykut & Morehouse, 1999 indwelling, Hubbard & Power, 1993) | Throughout research process | To document actual reading and writing experiences during reading and writing activities, and later to "indwell" on the notes (Maykut & Morehouse, 1999) |

| | | | | | |
|---|---|---|---|---|---|
| Artifacts | September 1999 through March 2000 | 24 (Echard) 17 (Berridge) Kindergarten Student Participants | Collection of reading and writing examples | Artifacts chosen as needed throughout the research process | To use authentic examples of student participants' work to identify literacy growth and pauses; Collect for use in ABER |
| Various Art Forms | 12 x 12 collages, narratives, poetry | Co-investigators and student participants | Arts-Based Educational Research (Lawrence-Lightfoot & Hoffman Davis, 1997) | Throughout research process | Explain and understand the "whole" child as an emergent reader and writer Our readers will develop a fuller under-standing of our research |

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## ENGAGING THEM ALL:
## USING BRAIN-BASED TEACHING STRATEGIES TO FOCUS ON FIELD SENSITIVE LEARNERS

**Judikay Boehringer**

### Artifacts

- Thesis Vignette - Marcus Story
- Research Focus Table: Questions to be Answered
- Research Audit trail and Projected Research Timeline

### Reflection

A year and a half ago I started the site-based masters program through Wichita State University with a bit of trepidation. I was fifty years old and not too sure I knew what I was doing. It turned out I was right. I had no clue. What I thought was going to be hard work and drudgery was instead challenging, but a lot of fun.

From the very first class I was encouraged to reflect on my teaching and look for ways to improve. Classroom research helped me to focus on my students' success and learning. I have reviewed literature, studied my students, looked at foundations and ideologies, and collaborated with my colleagues on presentations. I am fairly sure this list of activities would look quite different if I had not been in this program.

Personally I have also gained much from this experience. Somewhere in the process I discovered that I like to write, and am fairly good at it. I am now in the process of finishing my thesis and, although it is hectic, I am thoroughly enjoying it. The next four pages are a collection of a vignette and focus table from my thesis-in-progress, and my audit trail and completion timeline.

I had been out of school for a while, and I think I had forgotten how much I love to learn. This has been one of the most exciting and informative periods of time in my life.

## Thesis Vignette--Marcus' Story

Marcus (not his real name) was one of my best students in my two-year algebra class four years ago. He was placed in this particular class at our high school because he was designated by his teachers at the middle school as not yet ready for algebra one. He had friends in the class who were "not the best" students, but Marcus worked in spite of peer pressure, and his grades showed his effort.

He was a young man of African American heritage with an expressive smile and a slightly cocky attitude. The impression I got was that he was not sure whether he wanted to follow his friends into trouble or not. Needless to say, I preferred the "not" choice. I made it a point to encourage him and reaffirm him at every turn.

During the second year, Marcus again did very well. I heard from other teachers that he was not doing well in all of his classes, but in my class he still worked hard and was successful. At the end of the year he was among three students that I recommended for regular geometry instead of informal geometry (a less rigorous course).

His junior year I was elated to discover that by the luck of the draw he was assigned to my geometry class. It was a large class of over thirty students, but I was not worried. I knew Marcus had the skills and the motivation to do well.

At first he was attentive in class and seemed eager to learn, but no homework was turned in. Undaunted, I had a talk with him, and he promised to do better. It never happened. By the middle of the semester he was not even coming to class.

What happened? Was the peer pressure finally too much for him? Was it the large class size? Was my attitude different in a class that size? Was it simply the difficulty of the material? Were my expectations too high for Marcus? I never could find answers to my many questions. This experience has continued to haunt me for several years.

**Research Focus Table: Questions to be Answered**

| | Question | Data Sources | Analysis |
|---|---|---|---|
| 1 | What strategies do students feel help them to learn? | A. Student mind maps. | Comparison with final mind maps |
| 2 | Are students who are experiencing difficulty in geometry more field sensitive than field independent learners? | A. Classroom observation of observable behaviors (Ramirez, 1982)<br><br>B. Results of Witkin's imbedded figures tests (as cited in Guild & Garger, 1985) | Triangulation of data sources and literature review |
| 3a | What are the strategies in common from my review of literature of field sensitive learners and recent brain research? | A. Review of literature<br><br>B. Discussions with research team | Triangulation of my research findings |
| 3b | How will these strategies affect learning in geometry for students who are having difficulty? | A. Classroom observation<br><br>B. Student artifacts (tests and mind maps)<br><br>C. Individual interviews | Triangulation of data sources<br>Constant comparative analysis<br>Portraiture of specific participants |
| 3c | Will the selected participants recognize which teaching strategies are helpful to them? | A. Individual interviews<br><br>B. Participant final mind maps. | Triangulation of data sources<br>Constant comparative analysis<br>Portraiture of specific participants<br>Comparison of preliminary and final mind map |

## Research Audit Trail

| | |
|---|---|
| 10/14/98 | Conducted first internet search for information on brain research |
| 10/17/98 | Met with research team at WSU Library to search for information on brain research |
| 11/2/98 | Preliminary review of literature completed |
| 2/9/99 | Met with team to organize T-Bar project |
| 2/9/99-2/25/99 | Journaled classroom happenings |
| 3/4/99 | IRB submitted |
| 3/17/99 | IRB approved |
| 3/99-5/99 | Conducted more internet searches on brain based learning. Read many articles and books |
| 4/9/99 | Letter from my building principal was sent to USD 259 approving research |
| 4/13/99 | Permission slips sent home |
| 4/19/99 | Permission slips returned signed by parents |
| 4/19/99-5/7/99 | Conducted classroom research |
| 5/99-8/99 | Conducted internet searches, read several books and articles on field sensitive learners and African American learners |
| 7/99 | Completed outline of first three chapters of thesis and thesis proposal |
| 7/20/99 | Met with research team, Dr. Huber, and Cindy Combs to discuss research |
| 8/11/99 | IRB addendum submitted |
| 8/99 | Worked on the first three chapters of my thesis. Completed first draft |
| 8/16/99 | Thesis proposal defense meeting with thesis committee. Proposal approved |
| 8/26/99 | IRB addendum approved |
| 9/17/99 | Letter sent to Steve Batt, USD 259 from my building principal approving research |
| 9/19/99 | Sent abstract, permission slips, interview questions, and observable behaviors checklist to Steve Batt as per his request |
| 9/23/99 | Permission slips sent home |
| 10/6/99 | Most of them have been signed and returned |
| 10/99 | Evaluated students as field sensitive/independent using observable behaviors (Ramirez, 1982) |
| 11/15/99 | Assigned mind maps: •How do you learn a hobby or activity you enjoy?• |
| 12/13/99 | Assessed field sensitive/independent learners in class using imbedded figures tests (Guild & Garger, 1985) |
| 12/17/99 | Submitted revisions of first three chapters to chair |
| 1/18/00 | Assigned mind map: •How do you learn geometry best?• |
| 12/99 - 1/00 | Collected and organized class data |
| 1/3/00-1/17/00 | Made suggested revisions to first three chapters and designed thesis format |
| 1/18/99 | Submitted draft of first three chapters and audit trail/ timeline to committee members requesting feedback. |
| 2/4/99-2/8/99 | Interviewed five participants and transcribed interviews |
| 2/8/99, 2/16/99 | Met with research team to analyze data using constant comparative analysis (Maykut & Morehouse,1994). |

## Projected Research Timeline

| | |
|---|---|
| 1/00-2/00 | Analyze data and draft chapters 4-5 |
| 1/00-3/00 | Meet with Chair: Submit chapters 1-5 to Chair<br>Update meeting with committee<br>Submit chapters in progress to committee |

| | |
|---|---|
| by 2/14/00 | File Application for Degree for spring graduation |
| 3/00 | Request to Schedule Oral Defense form submitted to graduate school (allow 2 weeks)<br>Submit final draft to committee (at least 7 days before defense) |
| 4/00 | Defense of Thesis: Make changes required at defense meeting<br>Meet with Chair to finalize changes<br>Meet with Margaret Wood for Graduate School approval<br>Submit grade for Inc. thesis hours |
| by 5/00 | Submit thesis to bindery<br>Turn bindery receipt to graduate school (for Spring 2000 grad.) |
| 5/12/99 | Commencement |

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# REFLECTIONS ON AN ETHNOGRAPHIC CASE STUDY OF A 7-YEAR OLD BOY WITH AUTISM: THE MEANING THAT EMERGED FROM BUD'S MANNERISMS

**Cindy A. Combs**

## Artifacts

- Reflection On My Professional Transformation
- Critical Reflection-- Use of *Thesis Talk* As A Methodology

## Reflection

Since graduating in 1998 from the Site-Based Master of Education program in curriculum and instruction, my life has forever changed. My once narrow view of curriculum has expanded to include the use of foundations and orientations (Eisner, 1994) of education in my teaching. The desire to become a critical theorist has become a reality. Learning teacher-based action research (Kochendorfer, 1994) and ethnographic methodologies has opened an entire new world for me. I now have skills to investigate my teaching and students in ways that were not possible before.

Attending and presenting at national conferences was a pivotal growing experience for me as a professional educator and a researcher. I received scholarships to present my thesis research at the Association of Teacher Eudcators (ATE) conference in Dallas, TX. and the 19th Annual Ethnography in Education Research Forum, in Philadelphia, PA. I also had the opportunity to present on a research team led by Dr. Huber at the National Association for Multicultural Education (NAME) 7th Annual Conference in Albuquerque, N.M. Listening to prominent scholars in the field of education and research was enlightening. Listening to other graduate students present made me realize that I knew more than I once thought. I joined these three professional organizations and read their professional journals and publications.

A profound, life changing event has been the opportunity to co-facilitate this year in the same Master of Education program from which I graduated . Dr. Huber, my once facilitator/chair and now colleague continues to stretch me as a professional educator and researcher. The challenge and stimulation this provides has fueled my fire in ways I had not experienced before. The following artifacts will expand on my transformation from a graduate student to a college faculty member and my ability to use critical reflection in research.

## Reflection On My Professional Transformation

In early August 1996, while walking on the bike path with a friend and colleague, I listened intently to my friend describe an endeavor she was about to undertake. It started something like, "you're not going to believe what I've decided to do". She proceeded to tell me about a master of education program in curriculum and instruction that was being offered through Wichita State University. The classes would be held in a nearby town seven miles away and would rarely require trips on campus. The group of students would stay together as a cohort for two years. My ears really perked up when she mentioned five other colleagues were enrolling in the program. The wheels were turning in my head as she continued to describe the program. A mere 45 minutes later from the beginning of our walk and conversation, I announced "I think I too will enroll in this program." Excitement and nervousness were oozing out of me. The seeds of my transformation had been planted. Two weeks later I attended the first class session.

I entered the program with 14 years of experience teaching adapted physical education, the physical education program for students with special needs. My world evolved around students with severe and multiple disabilities and mental handicaps. I was a leader in my field, serving on the state council for physical education. I was called upon to consult with other surrounding districts to write curriculum adaptations for students with special needs. I knew my field, was energetic and creative. These traits made me popular around other adapted physical educators who were wanting curriculum ideas and activities to do with their students. What I didn't know at the time was my lack of skill to make meaningful change in my classroom and for my individual students. I would soon find out.

I eagerly bounced into class with my normal high energy level and hard work attitude. After all, this was going to be a social event with all these teachers I knew. It wasn't long into the first class period that I quickly realized with a sinking feeling in my stomach that I knew little to nothing about what Dr. Huber was talking about. My anxiety level heightened and the color of my face flushed from a rosy pink to a deep crimson red. What language was she talking in? Where was she getting this terminology? In the margins of my notes I frantically wrote words I didn't understand. The paper filled with words like pedagogy, critical reflection, paradigm, ideology, and ethnography. In my eyes, my fellow classmates calmly took notes as if they understood everything she was saying. The inability to understand and comprehend everything that was being said catapulted me out of my comfort zone. My hand shot up asking questions more frequently than a lizards tongue shoots out to catch a fly.

Outside of class I read and studied more feverishly than ever before. I often sweated blood and tears during these long grueling hours. I wanted to be a human sponge and soak up everything. I couldn't learn fast enough to satisfy myself. We learned about the importance of critical reflection. I began to put these new skills to use in my teaching and planning. As my understanding grew, the depth of my layers of reflection also grew. Hand-in-hand with reflection came the skills to become a teacher-based action researcher (Kochendorfer, 1994). The enthusiasm for and faith in research that Dr. Huber brought to us was overwhelmingly exciting. I had "caught" the research bug and I couldn't learn fast enough. Over the next year-and-a-half, my research knowledge base expanded exponentially. I had been empowered to make meaningful change in my classroom and for individual students. I had been given a tool that would eventually help me better understand the communication system of a 7-year-old student with autism. I had made a commitment to be a teacher researcher.

In the Fall of 1998, I was received the Kansas Adapted Physical Education Teacher of the Year Award. Although pleased and honored that I was awarded this, I wasn't satisfied with my career anymore. The more I learned about curriculum, reflection, and research, the more dissatisfied I was with my classroom and teaching. When you critically reflect, you can't ignore that there are things that need to be changed. This critical reflection drives me to continue researching and making change.

As graduation neared, the feelings of excitement and relief that my thesis was almost finished were overshadowed by the feeling of losing my research connection. I wanted to stay connected to this program. The following Fall, a new site opened under the direction of Dr. Huber.

To my great pleasure, I was asked to present guest lectures on various research topics. This opportunity to share my new knowledge and love for research was stimulating and challenging. I anxiously awaited my next opportunity to speak to the class. Fortunately, they enjoyed having me speak as much as I enjoyed getting to do it. I became a regular "feature" in the class and even sat in on class sessions that I was not helping with.

I was elated the summer of 1999 when Dr. Huber invited me to teach a research class with her that summer and join the team as a co-facilitator the following school year. I found that teaching other teachers to become researchers was even more rewarding than learning to become a researcher myself. I now have the pleasure of watching my graduate students light up as they understand new concepts and learn an appreciation for research.

Three years ago I had a very narrow understanding of curriculum. The terms orientations and ideologies terrified me. These once frightening words have become common vocabulary and I have an appreciation and use for curricular orientations (Eisner, 1994). I continue to teach special education in public school but can't see ever giving up my new opportunity to teach at the graduate level. I saw a quote a few weeks ago and instantly knew that it applied to me. "You get the best effort from others not by lighting a fire beneath them, but by building a fire within" (Bob Nelson). This master's program built a fire within me to grow as a professional educator and researcher. The satisfaction of knowing that I have an impact on education beyond my 40 special needs students is rewarding.

### Critical Reflection--Use of *Thesis Talk* As A Methodology

If required to determine the most important one thing I learned from my master of education program, I would have to reply "critical reflection". The ability to critically reflect is a foundational layer in the ability to be a good teacher-based action researcher (Kochendorfer, 1994). I have found that my ability to critically reflect is enhanced by talking out loud to myself and having conversations about what I am reflecting on.

The term "thesis talk," a strategy I was already using when I discovered a name for it in the work of Ming Fang He (1998, 1999), was a critical strategy in my methodology. Thesis talk consisted of recursive meetings between myself and my major professor and additional meetings with committee members to discuss progress to date, analyze methods, and edit chapters. These meetings were tape recorded and transcribed. Between February and June of 1998, 17 thesis talk sessions were held, 13 of these with my chair. Tape recording and transcribing these meetings was vital to the methodology. Changes and shifts in the discussion of the inquiry occurred during these meetings that were difficult to remember and record. As I collected and analyzed data, I continually returned to these transcription notes for direction and clarifications. Each time I read through the various sets of transcriptions, I gained new knowledge and deeper understanding of the research process. While listening to my critical reflections on the tape, I heard things that I had not realized I said. Some of the ideas coming out were accurate and needed further pursual, while others made me realize my researcher's bias was driving an analysis session instead of the data. For myself, the learning curve was so great during this time period that I simply could not keep up without having these conversations to reflect upon. Without these tapes and transcriptions to read, I would have lost a very important methodology in my research.

The concept of thesis talk has been expanded to "post thesis talk" in my work on subsequent manuscripts. When the co-authors meet, a tape is running and the meetings are transcribed. I still find it incredible how much I would miss if I did not have these transcriptions to continually go back and read. While working on a manuscript, I recently re-read post thesis talk sessions of the co-authors from 8 months previous. Some of the ideas and concepts that were presented at the time were not acted upon by me because I didn't fully understand what was being meant. These ideas and concepts came to life. Missing holes in the manuscript were filled in due to the knowledge gained by reading the post thesis talk transcriptions. This same reflective process was enhanced once again.

## References


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## KIDS SUPPORTING TECHNOLOGY

**Douglas Dick**

### Artifacts

- Grant
- Reflective Paper
- Text Analysis - Constructivist Classroom

### Reflection

As a technology coordinator for a smaller school district, I don't often get to interact with students because of the many hats I wear. With that being true, I seek out those opportunities. One that I jumped at was a grant for existing student leadership programs given out by the state of Kansas. I qualified because I had started a program with fifth graders supporting technology at the elementary level.

Getting a grasp of perspective can be a difficult task. When I started the Tech Kids program, I saw that it had great potential for kids and influencing those who teach. My dreams of what it could do drove me to pursue it. The knowledge of an already full plate lingered in the back of my mind and I knew that it would have an impact on the end result. Currently, my perspective gets clouded by the difficulty I have in finding time to be involved with the kids and the program. The busy-ness of my job pulls in too many different directions, all of which are important.

Reflection often helps me to grab a better understanding. I have to go back to my senior year of high school in 1975 when my two best friends decided that they were going to technical school and would focus on computers. I wanted that too, but didn't feel confident and instead I ended up at a small Christian liberal arts school in Hillsboro, Kansas. There I developed a friendship with a two guys that I would later work for in their startup technology company. My degree was in elementary education. In 1980, my second year of teaching, I finally got my hands on a computer. Seeing potential I pushed for more computers. I found my curiosity of computers begin to share time with my love for kids. I continued in the classroom until 1985 when I jumped out of education for four years and joined that startup technology company. I learned a lot about computers and other technology during those years. I also learned that I missed kids. Since 1989 I have been back in education and continually in flux as I mix kids and computers. This time the computers are having a direct influence on the kids.

Added to the mix is a Masters program. One that I didn't realize would have such a life changing impact. It was supposed to get me passed the barrier on my district's pay scale. I was doomed to run into a brick wall if I didn't pursue this degree. I found an offering that was within two miles of my home and met only once a week. I knew I could do it. At this point my reflective paper becomes a must read.

I am so grateful that I didn't get what I wanted. Instead I was submersed in a two year Iron Man event. It was one that would cause me to change regardless of my desires. It started with reflection. Then came the APA writing style followed by qualitative research. During this whole time the concept of paradigms played back and forth. Supporting it all at the base was the promise of becoming a Master Teacher.

I doubt that I will ever understand how fortunate I am that I stumbled upon this type of program. For nearly two years I have been working and reworking, learning and unlearning, and succeeding and failing. All that I've been asked to learn has been continually reworked into the program and used again and again. It has greatly enriched my learning and retention. It has empowered me to be a change agent in education. It has shaken the paradigms on which I have built my educational pedagogy. The process of tearing and down and building up has begun and I am excited. One key piece is my change towards constructivism in my approach towards effective student learning.

Between becoming a Master Teacher and technology, I look to the future with much anticipation. I have a better understanding of who I am as a teacher, how I can produce research that can be respected, and using that research to impact students and teachers in a significant way. This program does not fit my previous perceptions of Masters programs. I wish some of my colleagues working through more traditional programs at other institutions would have explored this option before making their choice.

L. Kochendorfer (1994). Becoming A Reflective Teacher , Washington D. C.

M. G. B. Jacqueline Grennon Brooks (1993). In Search of Understanding: The Case for Constructivist Classrooms

**Reflective Paper**

It looks as if I bit off more than I could chew! Between Smyth, reflections, and metaphors, I couldn't have encapsulated the first semester of this program in a better sentence.

It started innocently enough on an August evening in the Fall of 1998. I drove up to Northwest High School and entered the building to explore the possibilities of entering a site based Masters program delivered by Wichita State University. The room was already filled with expectant peers including a co-worker and a neighbor. Up front was a professor, dressed to the part and trying to take control of a situation that appeared to be heading toward chaos. As I sat down, I placed my can of pop on the floor and promptly spilled it.

The meeting had started earlier than the information I was given by a gentleman I spoke with at the University. I had already missed half an hour and now I was missing more. I searched a Home Economics room that had no paper towels to clean up my mess. There was another fifteen minutes of missed information. After getting settled, I frantically tried to catch up. It was only fifteen more minutes and we were dismissed. I sat dazed and confused wondering what I was going to do. I stayed an extra thirty minutes to try and see if my job as a Technology Coordinator was going to fit into this program.

I joined in and the semester began. A break came my way when they talked of splitting the group into two different nights. It was originally scheduled for Thursday, which I would stay in, and a Monday evening class may be added. There was no way I could attend on Mondays. A few weeks went by and the group was split. Over the next several weeks I surveyed my group and as I had expected, they were all classroom teachers. In my favor was the fact that a substantial number were elementary, which is where I have spent most of my professional time.

During the weeks ahead, I found myself isolated. Although I am sure there are several reasons, I believe there are three main ones; a) I didn't fit the norm, b) I worked extensively with computers, and c) I wouldn't go in a direction that didn't have value to me. Regardless of the reasons, I ended up doing the projects by myself. The Review of Literature was the most taxing. I spent minimal time on the Metaphor and Debate. In fact, as I sat and listened to the debates before me on the night I was to give mine, I rewrote a significant partof it.

The frustration level rose incredibly and peaked one week where I nearly pulled out of the class several times. A final decision was still to be made, but wouldn't be touched until after the semester was completed.

It looked as if I made the incorrect decision on that August night in 1998. It looked as if the semester supported that theory.

Throughout the semester I battled my actions, decisions and beliefs. My God and my family always come before my work. Where do my professional goals fit in? What are my professional goals? Do I need a Masters degree to be a better Technology Coordinator? I don't back down from putting my God and my family before anything else, ever! They are my priority.

As the semester wound down, I had to confront my concerns. What in my life was going to be flexible? Were there adjustments to be made that would allow me to finish the program without sacrificing my beliefs thatwere fixed?

As I look back over that semester, it's easy to join my classmates in begrudging the concept of reflection and its seemingly excessive emphasis. Yet, I am forced to reflect on that piece of history called the first semester of my Masters program. Admittedly, I have gained knowledge and skills from that experience.

Being a so-called expert in technology is intimidating to many people. It allows me to do many things without having to justify them. With this program I have learned I am more effective when I feel comfortable with what I am doing because some quality research time has bore me out. With a new Superintendent, who is more technology literate than the last, that has increased value.

While there are other areas of growth, it was apparent that I must sit down and continue to say, "It looks as if. . . ." Although I still believe that I bit off more than I could chew, I'm still trying to chew.

Perhaps the bite isn't as big as I originally thought, but the question still is, "Did I bite off too much?" The decision must be based on my values, priorities, and beliefs.

If you are reading this on a date later than January 1999 and there is another page to read, I guess my Smyth [Combs, 1998] work has helped me to determine that indeed, this program is the right place to be.

It's April, 1999 and although I continue to struggle with making time to get my work done, it is no longer based on whether I am going to stay in the program. It was difficult to make myself work the first semester. I believe that struggle was based on the reason I was in the program: I was interested in acquiring hours. I needed to recertify and I wanted to move across the pay scale. Granted, I assumed I'd learn something along the way, but that was not my main motivation. Those reasons, in and of themselves, were not enough. It was not until I decided that teacher based research would be beneficial to me and worth the time and effort that I was able to decide to continue. Some of those people who are still in the program to move across the pay scale are still suffering. Their conversations prove it.

It is still a struggle in class to not panic. I know there are things coming down the road that I don't understand what they mean. The unknown has always frustrated me. My mother reminds me that, as a kid, before I went to bed my last question was usually along the lines of "What's on the schedule for tomorrow?" I am slowly learning to trust the professors when they tell me "You don't need to know that yet" or "You're making too big of a deal out of this!" I don't believe they would misled me and when I thought they had, it was because I didn't understand.

Now it is February 2000 and I stand on the threshold of possessing a Masters degree. The struggles have not completely left me. It was only a month ago when I again questioned the validity of spending so much time researching and not enough time in studying textbooks.

My paradigms truly are shifting. Textbooks are what I have known for years. The teacher is supposed to have all the answers and should give me the ones I want and need. It seems pretty incredible to me now, as I look back over the last year and a half, to see the turn I have made. Textbooks no longer hold me down and force me to regurgitate their information. I am being freed by the power of asking questions and searching out answers in the form of qualitative research.

This paradigm shift I am experiencing really came into focus as I spent time studying the six significant ideologies in education [Eisner, 1994]. It was during this study that I began reach some clarity of who I was as an educator in my past and who I am as an educator in the present.

As I look back and see how I began this course approximately eighteen months ago, I see that my expectations have been met. I have acquired my hours. I have moved across the pay scale in my district. I have learned a few things along the way.

Those few things really aren't few, but instead are many. I believe there are some I don't even realize I have learned because of the way I learned them. I acquired them through a blood, sweat, and tears process called Teacher Based Action Research. They aren't facts out of a book that I had to regurgitate, but meaningful pieces of work that I have done and am still working on. I can never be the same as I once was because knowledge won't let me.

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**Constructivist classroom**

This analysis covers the first section of the book that is titled The Call for Constructivism, especially in the classroom. The purpose of this document is to reflect my own understanding of the author's writings, it isn't only understanding, but also evaluation of my own level of constructivism as an educator. The book is titled In Search Of Understanding: The Case For Constructivist Classrooms and was written by Jacqueline Grennon Brooks and Martin G. Brooks in 1993. The biggest insight I have received from completing this document is that my paradigm has yet to make a complete shift. Although I see positive implications from operating under the constructivist paradigm, my actual activity is still in the early stages of changing.

1. Topic: a learning environment where students search for meaning, appreciate uncertainty, and inquire responsibly (Brooks and Brooks, 1993, p. v)
   Comment: In the past I have encouraged students to search for answers, appreciate the certainty that the answers were in the book, and then they would inquire about the correctness of their response.

2. Topic: Finally, consideration must be given assessment of student understanding. Traditional processes, which tend to emphasize "rightness" and "wrongness," are no longer helpful. Assessment processes must instead link the learner with the teacher, provide nonjudgmental feedback, provide for teacher monitoring and observation, and include activities that assess while learning is still occurring (Brooks and Brooks, 1993, p. vi).
   Comment: Right and wrong answers are so much better and quicker than ongoing assessment though monitoring and observation, or are they?

3. Topic: When confronted with such initially discrepant data or perceptions, we either interpret what we see to conform to our present set of rules for explaining and ordering our world, or we generate a new set of rules that better accounts for what we perceive to be occurring. (Brooks and Brooks, 1993, p. 4)
   Comment: In my present position, I am constantly interpreting data as it comes in. I encourage my children at home to do it as they encounter situations with their friends, and yet my classrooms had little of this kind of encouragement.

4. Topic: Teachers often disseminate knowledge and generally expect students to identify and replicate the fields of knowledge disseminated (Brooks and Brooks, 1993, p. 6).
   Comment: Is it possible to get away from a **bulimic** method of teaching and still meet our scope and sequence. It appears that many teachers try to teach everything individually which creates massive amounts of work. Surely it is possible to combine numerous concepts into fewer lessons and still meet the requirements of the outcomes that need to be taught.

5. Topic: most teachers rely heavily on textbooks (Ben-Peretz, 1990, in Brooks and Brooks, 1993, p. 3).
   Comment: I see this as a sign of feeling inadequate or unorganized. With those feelings it is very easy to fall back on a given structure. When I became part of life as a teacher and entered into my first position, no one told me I didn't have to teach the whole text book. My reliance on it allowed it to become a crutch.

6. Topic: there exists a growing interest in cooperative learning in America's schools (Brooks and Brooks, 1993, p. 7).
   Comment: With my experiences and research within this past year, I have an increased sense of urgency to see more interest in cooperative learning. Looking back at my own life, I realize how much I depend on others for my learning. If I have a need to refinish a piece of antique furniture, I need the assistance of someone experienced in order to be as successful as I want to be. If I have a computer problem at school, I find that working through it with another person often produces the anticipated result.

7. Topic: rather than seeking deep understanding, these students seek short-term strategies for accomplishing tasks or passing tests. When asked, several weeks or months later, to apply what they supposedly had learned, most students can't (Brooks and Brooks, 1993, p. 9).
   Comment: It's called the "Tyranny of the Urgent". Our society calls us to it and all too often we follow without thinking. It is something I still do, even in this program, although not nearly to the extent that I have in other classes. I believe that today, many teachers are still focused on accomplishing the goals that the school district has set out for them that they teach to accomplish those rather than teach for the students to accomplish more sustained learning. They cover a topic and move on without revisiting or integrating the concepts already taughts.

8. Topic: education as preparation for adult life denied the inherent ebullience and curiosity children brought with them to school, and removed the focus from students' present interests and abilities to some more abstract notion of what they might wish to do in the future years. Dewey urged that education be viewed as "a process of living and not a preparation for future living" (Dewey, 1938, in Brooks and Brooks, 1993, p. 9).

Comment: I have to be careful how I prepare my students for the future. Am I focusing on the skills they'll need to have for living or on what they will do for a living?

9. Topic: schooling must be a time of curiosity, exploration, and inquiry, and memorizing information must be subordinated to learning how to find information to solve real problems (Brooks and Brooks, 1993, p. 9).

Comment: I find this to be a significant piece of the answer to the previous comment.

10. Topic: When students work with adults who continue to view themselves as learners, who ask questions with which they themselves still grapple, who are willing and able to alter both content and practice in the pursuit of meaning, and who treat students and their endeavors as works in progress, not finished products, students are more likely to demonstrate these characteristics themselves (Brooks and Brooks, 1993, p. 9-10).

Comment: The concept of technology in education demands that I constantly grapple with and pursue meaning. With its constantly fluctuating state, kids see the difficulties of these changes and also must continue to adapt.

11. Topic: teachers want students to take responsibility for their own learning, to be autonomous thinkers, to develop integrated understandings of concepts, and to pose--and seek to answer-important questions. Some teachers, though, have difficulty practicing constructivist methodologies (Brooks and Brooks, 1993, p. 13).

Comment: This is me! It appears that I am continuing to make progress in understanding and practicing constructivist methodologies.

12. Topic: It is not the subject but the imagination of [the] teacher and [the] taught that has to be alive before the interest can be felt (Barzun, 1992, p. 63 in Brooks and Brooks, 1993, p. 19).

Comment: All I have to do is think back to the last time I was in a "boring" class and I can verify that my imagination was not involved.

13. Topic: For many educators, becoming a constructivist teacher requires a paradigm shift. Becoming such a teacher means much more than appending new practices to already full repertoires. For many, it requires the willing abandonment of familiar perspectives and practices and the adoption of new ones (Brooks and Brooks, 1993, p. 25).

Comment: I believe that the difficulty of change through paradigm shifts has been made clear. The words "willing abandonment" is a striking phrase for me as I consider my own paradigms. It is hard to let go of the familiar.

14. Topic: the growth of knowledge is the result of individual constructions made by the learner (Brooks and Brooks, 1993, p. 25).

Comment: The key idea is that the constructions are made by the learner and not by the teacher. I find it difficult to wait sometimes for that to happen.

15. Topic: "Five hundred years ago, . . . [a] person in error was a person searching for the truth" (Lienhard, 1993, Brooks and Brooks, 1993, p. 25).

Comment: Its still true today. When I fail at something, seldom do I quit, but instead I push on to find possible positive solutions. We tell kids that if they don't get it the first time that they need to try again, but do we model that?

**Application for Kansas TLCF Grant**

**Area 1b: Established Student Leadership Programs**

**Fall 1998**
**Application Window from October 14, 1998 through November 23, 1998**

***District Information***
**District Name**: Clearwater **USD#**: 264
**Total District Enrollment:** 1155
**Address:** 150 S. Prospect
**City:** Clearwater **State:** KS **Zip:** 67026-0248
**District Free and Reduced Lunch Percentage**: (Left blank for legal reasons)

***Grant Contact Information***
**Person**: Douglas Dick
**Phone Number:** 316-584-6317
**E-mail Address:** techcoord@sktc.net

***Area of Application***
**School District** XXX **$25,000**
**– or –**
**Consortium** ____ **$50,000**

**If applying as a consortium, please list members:**

| Name of Contact | District Name | District Number |
|---|---|---|
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**1. Description of current student leadership program**
Detail a brief description of your current Student Leadership Program. Include rationale for starting the project, program goals and objectives, participating entities and accomplishments to date.

***Program***
*We started a program called Tech Kids at the elementary level. This is the first year for the program. Currently these are fourteen Fifth Grade students who are available to assist First through Fourth Grade teachers and their classes. We began by limiting these students to being computer lab assistants. With about three months of experience, we are now looking at expanding their roles.*

***Rationale***
*We are searching to find what is needed to be more successful at integrating technology into our district. A glaring problem is the unwillingness of a lot of our teachers to embrace computers as more than another thing to do. So we asked the why question. Our answers are a) they don't have a knowledge base that made them comfortable, b) they have some fears of computers, c) time is a critical resource and they don't value technology enough to make it a priority, and d) equipment problems weren't being addressed. Based on those pieces of knowledge we wanted to try something out of the ordinary to solve our problem. The District Technology Coordinator suggested to the Elementary Gifted teacher that the idea of students as technology leaders should be explored. Our Tech Kids program is now operating in its first year.*

***Goals and Objectives***
*1.Increase technology integration into the curriculum by empowering students to be mentors.*

*2.Provide extra help to classes using the computer lab: This would provide better use of computer lab time by getting more questions answered more quickly. It would alleviate some of the concerns of teachers and allow them to expand what their students could accomplish with their lab time.*

*3.Provide extra help with maintenance of computers: Initially this would start with general maintenance such as cleaning. Later it would be expanded to troubleshooting.*

*4.Develop and maintain building web pages: As we increase our access to the Internet, they would learn to create and maintain their building's presence on the World Wide Web.*

*5.Expand this program into the Middle School and High School: There is a natural progression with experienced Fifth Graders changing buildings. They already have a lot of skills that could be utilized.*

*6.Build some extra skills and qualities into the participants: Beyond the computer skills we want these student to excel in other areas such as responsibility, communication, and the ability to work with people of different age levels.*

***Participating Entities***

*The Technology Coordinator: Provide leadership, training and vision*
*The Elementary Gifted Teacher: Provide building/program leadership and vision*
*The Elementary Building Principal: Provide encouragement and validity*
*Fifth Grade Teachers: Allow students to be involved and use them for their own progress*
*First through Fourth Grade Teachers: Utilize Tech Kids to increase integration*
*Superintendent: To provide district level leadership*
*Board of Education: To Provide district level leadership*
*Parents of Tech Kids participants: To provide feedback and encourage their students*

***Accomplishments to date***

*We have seen an increased use of the Tech Kids through the first 12 weeks of the program. The lowest grades use them to help students learn how to use the computers and software. Teachers have become more willing to take on more significant projects with their students because they have the extra competent help. The parents of participating students that are very excited about what their students are learning and the affect it has had on their self image. That is great for public relations for our district.*

**2. Need for Technology within your district**

Describe the specific technology needs of the district, the multiple sources of data and research used to determine those needs, and a brief summary of the data that supports the needs. How does your student leadership program address these needs?

*We have a number of needs in regards to technology in our district. Curriculum integration heads the list. Also high on the list is staff development. Along those lines, there is also a need to create an awareness that technology is more than 'just another subject to teach". We have some good software but could use some upgrades and additions such as web publishing. We also have needs in the hardware area. This is especially true with peripheral hardware such as optical scanners, color printers, laser printers, CD-Rom drives, digital cameras, and LCD projectors. It is also true with computer hardware at the lower grades. Also lacking is some infrastructure like networking and Internet access.*

*Our district was the benefactor of technology study done by some doctoral graduate students from Wichita State University. It included available technology, current use, future plans, attitudes of administration and staff, available support, and staff development. This study listed ten concerns, of which several tie in with our Tech Kids program specifically. The include: 1) an aligned curricula, 2) faculty training that was on time and on target, 3) teachers have a desire for additional technical support, 4) students use technology to complete assignments rather than for learning and creating, and 5) there is concern about inadequate time for students and faculty to spend learning to use technology.*

*We also used internal surveys of teachers in regards to what is needed in the way of equipment and training. A recent survey done by the Superintendent's office in regards to inservice activity, had technology ranked in the top three. Another teacher survey showed that hands-on training in small groups was heavily desired. The Technology Coordinator also searched the Internet and attended conferences in search of successful solutions that other schools and districts are using that addressed staff development and curriculum integration. He found very few programs like Tech Kids that were functioning and being promoted.*

*Our Tech Kids program has started addressing some of these needs, especially in the area of increasing the creativity and learning that students can acquire through the use of technology. Another tie to the curricular area is that teachers are more willing to attempt to use their computer lab time to enrich their*

*lessons. Similarly, teachers are more confident that their time in the computer lab will be better utilized, which causes them to be more open to acquiring more knowledge and ask for more help.*

**3. Commitment**
Validate the commitment of your district/consortium to continue support for a student leadership program for calendar year 1999. What provisions have been made to pave the way for successful implementation of this program?

*In support of sustaining this program, we have begun to align our curriculum district wide to include the use of technology. It is to be completed for use in the 1999-2000 school year. One of the benefits of using the Tech Kids this year is that they will help us determine what hardware and software skills are achievable, in general, at the different elementary grade levels. They will also help us to start seeing what curriculum ideas are available at the different grade levels.*

*After the first 10 weeks of the program, a survey was taken of the students, their parents, the Fifth Grade teachers who were sending their students out during class time, and the teachers from Grades One through Four who were able to use the Tech Kids. They were asked to rate the statements on a scale of 1 – 5 with 5 being Strongly Agree and 1 being Strongly Disagree. In response to the question about whether this program should continue the rest of the year, the students answered with a 5, the parents with a 4.8, the Grades 1-4 teachers with a 4.8, and the Grade 5 teachers as 4.8. When asked if at this time they think the program should continue and be expanded on next school year, the students answered with a 4.9, the parents with a 4.8, the Grades 1-4 teachers with a 4.7, and the Grade 5 teachers as 4.5. This type of survey will be give at the end of each nine-week period. The results will than be analyzed for information helpful to further development of the program.*

*The parents have responded very positively to this program. Not only does that give us support but it also contributes greatly to public relations. This program will have a great affect on the patrons view of technology in the schools.*

*The Elementary Principal has expressed his interest in continuing the program. He is currently requesting that more computers and peripherals be purchased for each classroom to assist teachers with integration. From a support perspective it is true that the more technology there is available, the greater the need for technical support. The Tech Kids will address a significant portion of that need.*

*The Superintendent of schools, in support of this program, has authorized me to apply for this grant understanding that it would cover the calendar year of 1999. The Board of Education has not been directly involved in this program but have been given regular updates as the its purpose, activities, and success.*

*We have been pleased with the response to the program to date. So far, approximately half of our First through Fifth Grade teachers use the Tech Kids in the computer lab. Those who have used them find their help invaluable.*

**4. Initiation**
Explain the process you utilized to initiate this student leadership program. Who was involved in the decision-making processes for implementation policies? How many students are in the program and how are they selected?

*The Technology Coordinator and the Gifted teacher have visited numerous times about the concern of how technology, specifically how computers were not being utilized to their fullest. On the Technology Coordinators suggestion of starting a Tech Kids program they discussed the potential value, possible problems and logical chances of starting such a program. At this point they presented the idea to the Elementary principal who gave his full support. At this point, they presented the idea to the Superintendent who approved. The crucial point was the meeting with the Fifth grade teachers since they would need to release students during class time. After they all agreed, it was presented to the rest of the classes.*

*Currently there are fourteen students involved in the program. The Fourth grade teachers compiled a list of students that fit the criteria given to them. The qualities listed were: a) interest in technology, b) responsible, c) don't limit the choices to academic achievers, and d) students who they perceived would receive benefit from such a program. That list contained fourteen names. The Technology Coordinator and Gifted Teacher researched that list and accepted them all. It provided three or four students from*

*each Fifth Grade classroom so that one class wouldn't be sending more than one or two students at a time. This process is being revised for next years selection of students. Currently the plan is to create applications and combine those with live interviews. One of the objectives with this change is to try and include students that can competently represent the purpose of the program in an enthusiastic manner. It will also allow us to go back and add students as needs and opportunities present themselves. This will also allow all students who are interested to be given a chance, unlike this year when the process was very selective.*

**5. Implementation**

Funding for this program is offered through February of the year 2000 with this award. Offer an action plan describing how the student leadership program will continue to evolve after the initial funding period and the process that students and teachers will undergo with their collaborative efforts in integrating technology within the classroom.

***ACTIVITY***

*1) Software Support*
*2) Hardware Cleaning*
*3) Hardware Troubleshooting/Repair*
*4) Staff Development*
*5) Expand into Middle School*
*6) Presentation at MACE conference*
*7) Expand Internet presence (dependent on networking projects currently underway)*
*8) Expand Intranet presence*
*9) Offer open computer lab to district patrons staffed primarily by Tech Kids*
*10) Expand into High School (GenWhy?)*
*11) Major Restructure*

***TIME FRAME***

*1) Fall 1998 and ongoing*
*2) Spring 1999 and ongoing*
*3) Fall 1999 and ongoing*
*4) Fall 1999 and ongoing*
*5) Fall 1999 - Spring 2000*
*6) Fall 1999 (possibly each Fall for a few years)*
*7) Fall 1999 and ongoing*
*8) Spring 2000 and ongoing*
*9) Fall 2001 and ongoing*
*10) Spring 2000 - Fall 2000*
*11) Fall 2003*

***ANTICIPATED RESULTS***

*1) Increased comfort and expertise that will facilitate curriculum integration*
*2) Increased comfort level of Tech Kids around computer and a more pleasant working environments*
*3) Reduced frustration level of downtime between problems and fixes which will increase productivity*
*4) More direct input into teacher's skills and technology thinking*
*5) Increased technology use and integration in the district*
*6) Get the word out in an informal format for other districts to consider and allow our Tech Kids the experience of presenting and sharing themselves with an expanded audience*
*7) Increased opportunities to share information with others interested in a similar program. Increased opportunities for curriculum*
*8) Increased opportunities to provide district staff and students with information including student projects, communication(s) and support*
*9) Provide more opportunity for Tech Kids to share their knowledge as well as provide the community with a technology benefit from their school system.*
*10) More extensive increase in regards to above mentioned activities for the whole district*
*11) Drop the software support node. We'll no longer need designated students because the atmosphere of the district has changed to the point where staff and students have built their skills and are now helping each other naturally.*

***PEOPLE RESPONSIBLE***

*1) Technology Coordinator*
*2) Building Technology Staff*

*3) Tech Kids*

**6. Institutionalization and the QPA Connection**
What is your district's plan to maximize the impact of this program? Explain how the student leadership program is tied to district school improvement efforts. What long-term sustained reform is anticipated from participation in this program? What are your evaluation effort to measure impact on student learning and curriculum integration?

*This program ties in directly to some of the key goals our district has for making improvements. For example:*

***Goal:** To encourage children and youth to respect integrity of work and deed, to appreciate the dignity and worth of other individuals and groups, and to seek out and to accept their responsibilities and obligations as citizens, along with their rights and privileges.*
***Tech Kids:** Respect is a key aspect of this program. The students involved in the program directly will learn how to mentor without controlling. They will learn to value people at different skill levels. They will also see different ways of solving the same problem or assignment using technology.*

***Goal:** To give to each child, insofar as his/her abilities permit, a sound mastery of the tools of learning and communication.*
***Tech Kids:** Technology today is an integral form of communication. We want to empower our students to use it that way. By using Tech Kids, we will advance that process more quickly and with more quality.*

***Goal:** To equip students with skills and attitudes that will enable them to secure employment upon graduation from high school if they so desire.*
***Tech Kids:** The computer skills acquired by all of our students will only benefit them as they advance past high school. It is inevitable, in our estimation, that no matter the post high school choices of each student, they will be confronted with the demand that they have technology skills.*

***Goal:** To provide opportunities for the student to develop and display leadership within his/her peer group.*
***Tech Kids:** This is another way we have of teaching students how to live and function successfully with peers in an exemplary manor.*

***Goal:** To make it possible for students to acquire the academic background as well as the attitudes and study habits necessary for successful functioning in college.*
***Tech Kids:** We believe that those graduates going to college or technical schools will need an attitude of giving and seeking support from peers as they pursue their degree. We also believe that by providing technology and leadership help at this stage will give them confidence to fail while exploring and trying new things but not give up because they know help is available.*

***Goal:** To encourage students to do creative thinking and to provide them with opportunities both in class and in activities to be creative and to test their ideas.*
***Tech Kids:** This is tied into the previous goal. Technology demands that you explore because it is so multi-faceted. If you have an idea you can probably find a one or more ways to accomplish it. This attitude of being creative easily carries itself beyond technology but finds a wonderful place to start in technology.*

*There are several significant changes we are looking for with this program. They are increased student self-esteem, increased technology integration into the curriculum, and increased building/district pride. We believe that the atmosphere in buildings is different where students take pride in their work. This program will have a direct affect on the atmosphere in the buildings where Tech Kids are active. We believe that this program will enhance and improve the self-esteem of the students that are in the program. It will also effect the self-esteem of those students who are acquiring technology skills and self-confidence from direct intervention by the Tech Kids. We believe it will also effect teacher's self-confidence as they tap into the knowledge of their students.*

*As the students acquire increased skills, we will see them requesting permission to use technology for more school-related assignments. We have already found that the quality of work they do, and the ability to pick up skills in a short amount of time will be a positive factor. This will encourage teachers to begin or continue to find ways of integrating technology into their curriculum.*

*Before this grant even came to mind we were aware of the Profiler. We look forward to using it with our*

*Tech Kids as well as other students and the staff. Our use of it will increase as the ability to configure the Profiler for individual districts becomes available. That will make it a more viable tool.*

*One form of measurement already in place, is a computer lab record. On the form we track which teachers are using the lab, how often they are using it, and for what purpose they are using it. It is there that we can start to see whether there is increased integration of technology into the curriculum. Along side that we have a form that tracks the Tech Kids. It shows which Tech Kids helped which class and when they helped. Matching up these two sheets we can tell if the use of Tech Kids has positively impacted the integration of technology.*

*We will also continue to issue regular surveys in regards to integration. An extra benefit is that they will also help us plan staff development sessions in which we can use Tech Kids for support or leadership.*

*Another form of measurement will be written teacher reports. In these reports the teachers will reflect on previous activities and compare the use of technology in their curricular studies. We believe reflection is a powerful tool to stimulate growth.*

**7. Dissemination**
Explain how this program can be scaled or replicated throughout Kansas? How could you assist in this dissemination effort?

*Any school building or school district can implement such a program. There is a need to start small as the program is initiated. It can easily be built up as time goes on, but a solid base is needed to build on. It can be as extensive or as simple as leader wants it to be.*

*To begin, you must have:*
*1.) Someone who has a vision to lead and promote such a program,*
*2.) the needs of your district defined ,*
*3.) a vision of how students can meet the needs,*
*4.) buy-in for the program with administration and staff (The students will buy-in!),*
*5.) Training for the student(s),*
*6.) ways to promote the program and its successes.*

*By establishing this program with this grant, we can help in a number of different ways. We welcome visitors who would like to see our program in action at our location or we can visit them to do on-site workshops. As this program develops, we will have a web page for our Intranet as well as the Internet. It will contain hints, tips and ideas for the Tech Kids program as well as technology in general. There is a willingness to share, on our account, because we believe in the power of students and technology. We also believe that there is an incredible need in many districts for this kind of technology support.*

**8. Budget**
Justify the funds that are being requested for the proposed project in both line item and narrative form and delineate how the funds will be used. Personnel expenses should tie directly to student learning. Equipment expenditures should relate to classroom needs that directly enhance the student leadership program. No more than five percent of funds may be used for general administration.

| | |
|---|---|
| **100 Personnel Services-Salaries** | |
| *Substitutes for teachers absent for training (40 teachers for 2 half days)* | *$2,500.00* |
| *Salary for teachers conducting Summer Tech Kids workshop* | *$1,500.00* |
| **200 Employee Benefits** | |
| *Estimated Benefits* | *$800.00* |
| **300 Purchased Professional and Technical Services** | |
| *In-District workshops for teachers/Tech Kids* | *$2,000.00* |
| **500 Other Purchased Services** | |
| *MACE conference expenses (1 Conference x 6 people)* | *$600.00* |
| *State Exemplary show in Topeka* | *$150.00* |
| *Field Trips to other schools (students and teachers)* | *$600.00* |

| | |
|---|---|
| ***600 Supplies and Materials*** | |
| *Books and Materials for 'Tech Library'* | *$500.00* |
| *Materials for Computer cleaning and repair kits (10)* | *$400.00* |
| *Web Creation Software (site license)* | *$800.00* |
| *Web graphics, Clip Art, creativity software* | *$350.00* |
| *Misc. rewards (books, pizza, etc.)* | *$500.00* |
| *Vests and Buttons (24; Identity; generic sizes; buttons are personal)* | *$500.00* |
| *Specialty Papers, etc. for brochures and projects* | *$200.00* |
| **700 Equipment** | |
| *Color Optical Scanner (2)* | *$500.00* |
| *Color Inkjet Printers and supplies (2)* | *$1,200.00* |
| *Video Camera and accessories* | *$1,000.00* |
| *Computer for Internet Access (Network access available until Spring 2000)* | *$1,200.00* |
| *Computer for video/graphic station* | *$2,500.00* |
| *Poster Printer and supplies* | *$2,000.00* |
| *LCD Projector* | *$3,000.00* |
| **800 Other Objects** | |
| *Mini Grants to teachers (Curriculum Integration)* | *$3,000.00* |

## AN ETHNOGRAPHIC STUDY OF EMERGENT LITERACY PAUSES

**Kelly S. Echard**

### Artifacts

- Audit Trail for Thesis Research
- The Use of Arts-Based Educational Research as Data Collection and Descriptive Writing
- Log of Hours for Fall 1999, Third Semester

### Reflection

I am currently working towards a Master of Education in Curriculum and Instruction, at a Site-based program through Wichita State University, under the instruction of Dr. Tonya Huber. Throughout this program, I have been involved in the process of developing and conducting an ethnographic research study on emergent literacy pauses at the kindergarten level. As a result, I have experienced a paradigm shift as a professional. I have grown to see myself as a teacher-researcher.

Dr. Huber is the driving force behind the success of the Northwest site. She has been my primary professor for the past two-years and as a result, I have developed a strong rapport with her. Time has been the crucial element behind this relationship. Within the two-year span, I have been able to understand and become comfortable with Dr. Huber's style of teaching and in turn she has become respectful of my personal style and composition.

Other relationships that have impacted me over the past two years are the ones developed with the other twenty-seven graduate students at this site. We have bonded to say the least. We are a strong support for one another. Although we are all conducting research in different places, we share the same aims and goals. The topics chosen hold personal relevance to each individual.

It may seem odd, but another element of the site-based program that I find beneficial is the amount of work required within the condensed format. The program is intense and focused. Within the short duration, an extensive amount of work is completed and a vast amount of knowledge acquired.

The most important aspects of this program are the art of reflection and the deeper understanding of philosophical underpinnings. At the start of this program, I practiced reflecting on my teaching through the Smyth model as presented by Cindy Combs (1998) and through the readings of Kochendorfer (1994). I learned that reflection is the catalyst to paradigm shifting. As a teacher-researcher, I have found reflection to be a necessary tool in the qualitative process. Reflection on my teaching and practices, has grounded my understandings of my philosophical belief in education. Through the reading of Eisner (1997), I have identified an ideology with which I am in alignment. Eisner states, "it is useful in comprehending educational practice to understand how beliefs about what is valued influence what is taught, for what ends, and for what reasons" (p. 55).

Through this program, Dr. Huber has inspired me to reach beyond what I intended for myself professionally. I aim to present my study at several conferences to empower fellow teachers to see research as a tool to reflect upon and stretch their practices. I am becoming comfortable with working beyond traditional research and experimenting with the realm of arts-based educational research (ABER). Ultimately, I hope to publish my findings to impact the educational field, and begin work on doctoral studies.

## Audit Trail for Thesis Research

February 15, 1999-narrowed questioning down to one theme: The Reading Writing Connection and Students Who Have Plateaued and/or Struggling in Their Progression.
February 23, 1999-completed first draft of IRB proposal
February 24, 1999-faxed first draft of IRB proposal to Dr. Huber for feedback
March 1, 1999-edited IRB proposal due to change in team members
March 8, 1999-Reprinted consent forms of IRB on WSU letterhead
March 9, 1999-turned IRB proposal in to Dr. Huber to be submitted to the IRB
March 10, 1999-completed individual action plans
March 11, 1999-completed first draft for T-BAR assignment
March 15, 1999 - turned in first draft of T-BAR assignment
March 17, 1999 - IRB approval
March 29, 1999 - met with team member at Ablah Library to search for literature to review
April 5, 1999 - Huber returned IRB approval form and T-BAR assignment
April 8, 1999 - went to research site to talk with Mr. Loon (Principal) and Ms. Tregellas (teacher) about research project, had him check letter for USD 259 project approval, and printed letter on letterhead.
April 8, 1999 - hand-delivered USD 259 research project approval form and letter to Steve Batt
April 12, 1999 - revised and turned in completed T-BAR (first 5 components)
April 16, 1999 - began data collection, taught writing lesson, videotaped, collected field notes, collected student artifacts
April 23, 1999 - continued data collection, observed and collected field notes while students worked in their writing journals, took photos
May 7, 1999 - continued data collection, observed and collected field notes while students were engaged in reading lesson and partner reading
May 17, 1999 - met with teammate, Sheila Berridge, to begin survey development and compare field notes and observation techniques
May 21, 1999 - continued data collection, observed and took field notes while students were in writing centers.
June 1, 1999 - began Ethnography of Schools course-Arts Based Research, Research Methodology
June 2, 1999 - submitted addendum to IRB for the addition of two surveys to be taken as data
June 2, 1999 - completed first draft of Research Overview (ROV)-planning strategy
June 4, 1999 - began reading Maykut & Morehouse's book, *Beginning Qualitative Research*
June 7, 1999 - submitted first collage (ABER) for practice
June 8, 1999 - began Frank Smith's book, *Reading Without Nonsense*- literature review
June 9, 1999 - met with Dr. Huber-thesis talk
June 10, 1999 - Updated ROV
June 14, 1999 - began reading Brozo & Simpson's text, *Readers, Teachers, Learners* - lit. review
June 16, 1999 - completed reading of Maykut & Morehouse
June 18, 1999 - Internet search for literature review
June 21, 1999 - Read Ming Fang He article, Journal of C& I, (ABER)
June 24, 1999 - searched internet for literature review
June 25, 1999 - began reading, *A Guide to Observation and Participation*, by Reed et. al.
June 27, 1999 - completed Frank Smith book
June 28, 1999 - completed Brozo & Simpson text
June 30, 1999 - met with S. Berridge to outline the beginning components of thesis
July 1, 1999 - began Igoa, *The Inner World of the Immigrant Child*, (ABER)
July 2, 1999 - met with S. Berridge to design conference proposal/final for Eth. of Sch. class
July 3, 1999 - completed reading Reed text, and completed text analysis
July 14, 1999 - presented thesis proposal to Dr. Huber and Cindy Combs, determined thesis committee and date to try to meet-August 18, 1999 is the proposed date
July 15, 1999 - called Dr. Anderson and Dr. Fillion to ask them to be on thesis committee
July 20, 1999 - completed reading Igoa text, (ABER)

July 22, 1999 - began reading *The Postmodern Educator* by Diamond and Mullen, for Journal of C&I publication
July 26, 1999 - spoke with Dr. Anderson, she agreed to sit on proposal defense committee, discussed *The Postmodern Educator* (ABER)
July 26, 1999 - met with S. Berridge to complete Favorite Quotes and Must Read section for Journal of C&I, (ABER)-1st. publication
July 29, 1999 - completed text analysis of Igoa text (ABER)
August 10, 1999 - spoke with Dr. Fillion, he agreed to sit on proposal defense committee
August 11, 1999 - picked up proposal from Dr. Huber and began editing
August 11, 1999 - spoke with Dr. Huber about proposal defense committee-brainstormed possible names for fifth committee member
August 11, 1999 - began making calls to Dr. Bennett-Kastor, Mrs. Cathy Strotman, and Dan Loon to determine a fifth committee member-thesis proposal defense
August 12, 1999 - Dan Loon, Principal at research site, confirmed that he would be willing to sit on thesis proposal defense committee
August 13, 1999 - delivered copies of edited proposal to committee members, delivered consent forms to research site for Kdg. students to take home in first day packets
August 19, 1999 - Dan Loon called and said that he regretted that he would be unable to be a part of thesis committee, began looking again for the fifth member
August 20, 1999 - rescheduled thesis proposal defense meeting for August 27, 1999, 5:00, Sheila successfully defended her proposal
August 23, 1999 - Dr. Bennett-Kastor confirmed that she would sit on thesis proposal defense committee
August 24, 1999 - edited thesis proposal using S. Berridge's notes, delivered edited proposals to thesis committee members
August 27, 1999 - successfully defended thesis proposal, signed form with committee verifying that my proposal was accepted, see notes from meeting
August 30, 1999 - attained Marie Clay assessment from Sheila, began checking to see if it was the correct one
August 31, 1999 - went to research site to see about consent forms, all were returned, met the students read them a book, gave them a treat, showed them my video and tape recorder, looked up info. in the computer, made a demographic chart
August 30, 1999-began research journal-will try to average 3 entries a week
August 31, 1999 - currently rereading Journal of C&I, vol. 1 & 2, text-The Living Classroom, and rereading sections of M & M, and Hubbard & Power
September 6, 1999-met with S. Berridge to begin work on conference proposal
September 9, 1999-met with S. Berridge-completed conference proposals-*Yearn To Know* determined that Clay assessment would be the tool for pre- & post- assess.
September 11, 1999-gave conference proposal to Huber for feedback
September 13, 1999-conference proposal returned to us with the go ahead to send
September 14, 1999-began personal collage to help determine research bias
September 15, 1999-began research bias statement
September 16, 1999-began reading Eisner text-*The Educational Imagination*, met with Berridge to write conference proposal for *Action Research*
September 17, 1999-S. Berridge mailed both conference proposals-*Yearn to Know, Action Re.*
September 17, 1999-began data collection-pre-assessments-Marie Clay instrument
September 17, 1999-completed rough draft of research bias statement
September 20, 1999-collected artifact, field notes
September 21, 1999-looked at various theses-Combs, Salvage, Moran
September 23, 1999-reworked research bias statement
September 24, 1999-invited by Huber to join group going to Chicago for AACTE conference, Accepted
October 7, 1999-worked with S. Berridge updated methodology timeline-added Focus, e-mailed Dr. Huber regarding AACTE conference abstract, updated thesis outline
October 7, 1999-collected artifact 2, field notes
October 12, 1999-began videotaping writing activities-Tobin's methodology, field notes

October 14, 1999-met with S. Berridge-completed abstract for AACTE & ABER SIG conferences
October 13, 1999-continued videotaping writing activities, field notes
October 21, 1999-met with S. Berridge-complete applications for scholarships to graduate school and C&I department for AACTE & ABER SIG conferences
October 26, 1999-continued videotaping writing activities, field notes
October 27, 1999-continued videotaping writing activities, field notes
October 27, 1999-began reading Joseph Tobin's book, *Preschool in Three Cultures*, methodology-videotaping
November 1, 1999-conferenced with Dr. Huber about methodology, questions about the relevance of study, regain focus. Experienced paradigm shift about interviewing and identifying purposive sample-too early to do so, need more time for students to develop pauses, if interviewed all students now would collect too much unpurposeful data, need to wait and let data guide study
November 2, 1999-completed pre-assessment (Marie Clay instrument), field notes
November 2, 1999-completed videotaping of specific writing activities, began videotaping reading activities
November 3, 1999-continued videotaping reading activities, field notes
November 4, 1999-met with S. Berridge, spent time discussing and updating timeline, edited bias statements, and began chapter three of thesis-methodology
November 4, 1999-received notice of Graduate School Scholarship Award-$300.00 for AACTE and ABER SIG conferences
November 8, 1999-continued videotaping reading activities, field notes
November 9, 1999-received notice of Department of C&I Scholarship Award-$120.00 for AACTE and ABER SIG Conferences
November 10, 1999-collected artifact 3, field notes
November 11, 1999-continued videotaping reading activities, field notes
November 11, 1999-began working on ABER SIG proposal with S. Berridge, arts-based approach developed-quilt, collage
November 15, 1999-completed draft of chapter 3-methodology, had thesis talk meeting with Huber and Combs (taped)-interview questions, discussed additions to Tobin's methodology
November 17, 1999-completed videotaping reading activities, field notes
November 18, 1999-student participants began cutting out pictures for collages, field notes
November 22, 1999-worked with S. Berridge-began chapter 1-intro of thesis, completed ABER SIG proposal, looked at Salvage dissertation, studied Eisner for ideology, Began narratives-quilter, worked to include arts-based headings
November 23, 1999-formatted thesis, turned in ABER SIG proposal to Dr. Huber
December 2, 1999-worked with S. Berridge-completed draft of intro-ch. 1 thesis
December 5, 1999-worked with S. Berridge to edit thesis drafts-ch. 1 & 3
December 8, 1999-edited two videotapes to create viewing tape for conversations
December 12, 1999-completed the editing process of the viewing tape for the conversations
December 17, 1999-collected artifact 4, field notes
December 20, 1999-Thesis talk with Huber and Combs on editing drafts
December 26, 1999-worked with S. Berridge to edit thesis draft-ch. 3
December 27, 1999-worked with S. Berridge to edit thesis draft-ch. 3
December 28, 1999-worked with S. Berridge to edit thesis draft-ch. 3
December 29, 1999-worked with S. Berridge to edit thesis draft-ch. 3
January 1, 2000-worked with S. Berridge to edit thesis draft-ch. 3
January 3, 2000-edited ch. 1 & bias
January 3, 2000-worked with S. Berridge to edit thesis draft-ch. 3
January 4, 2000-Read Eisner-normative and descriptive theory for bias statement
January 5, 2000-began second round of Marie Clay assessments, took field notes
January 6, 2000-worked with S. Berridge to develop format and questions for conversations
January 7, 2000-continued assessments and field notes
January 7, 2000-data collection conversations 1 & 2 with teachers

January 8, 2000-rereading collected articles for literature review-looking for themes
January 10, 2000-continued assessments and field notes
January 11, 2000-continued assessments and field notes
January 13, 2000-data collection conversation 3 with parents
January 13, 2000-began transcribing tape of conversation 1
January 14, 2000-continued transcribing tape of conversation 1
January 15, 2000-completed transcription of tape of conversation 1
January 16, 2000-worked with S. Berridge on thesis draft ch. 1 & 3-teaching as art, discussed ch. 2
January 16, 2000-began transcribing tape of conversation 2
January 17, 2000-searched internet for literature review, spoke with S. Berridge about search
January 18, 2000-searched internet for literature review, spoke with S. Berridge about search
January 18, 2000-continued transcribing tape of conversation 2
January 19, 2000-searched internet for literature review, spoke with S. Berridge about search
January 19, 2000-completed second round of Marie Clay assessments, field notes
January 19, 2000-completed transcribing tape of conversation 2
January 20, 2000-searched internet for literature review, spoke with S. Berridge about search, compared assessments and discussed scoring, worked on thesis draft ch. 3-metaphor as art
January 20, 2000-data collection conversation 3 with students, field notes
January 20, 2000-began transcribing tape of conversation 3
January 20, 2000-reading collected material from internet searches, looking for themes
January 21, 2000-edited introduction chapter-thesis, educational criticism, beginning quote
January 21, 2000-continued transcribing tape of conversation 3
January 23, 2000-continued transcribing tape of conversation 3
January 24, 2000-continued transcribing tape of conversation 3
January 24, 2000-designed table for Marie Clay assessment scores and results
January 24, 2000-experienced paradigm shift concerning educational ideology-have always seen my alignment with the progressivists. Still do, however, I am beginning to see myself as a critical theorist
January 24, 2000-updated research bias statement-normative and descriptive aspects from Eisner
January 25, 2000-second round of Marie Clay assessments, completed cutting out for collages, student conversation 4, field notes
January 25, 2000-continued transcribing conversation 3
January 26, 2000-completed second round of assessments, student conversation 5, artifact, field notes, artifact 5
January 26, 2000-worked w/ S. Berridge-organized, prioritized, made of list of targeted needs
January 27, 2000-readjusted and added to literature review audit trail, included internet searches
January 27, 2000-transcrbing conversation 3
January 28, 2000-Scored all assessments, redesigned assessment table, completed table
January 28, 2000-transcribing conversation 3
January 28, 2000-on computer, updated demographic table
January 29, 2000-completed transcribing conversation 3
January 29, 2000-internet search for literature review
January 30, 2000-worked w/ S. Berridge-internet search update, AACTE information
January 30, 2000-internet search for literature review
January 31, 2000-began transcribing conversation 4
January 31, 2000-organized artifacts for analyzation
January 31, 2000-meeting for AACTE conference
February 1, 2000-internet search for literature review
February 1, 2000-research site-completed collages, copied completed transcripts (CV 1,2, & 3) and gave copy to all participants, conversation 6
February 1, 2000-worked w/ S. Berridge-editing/splitting thesis, literature review update, AACTE paper

February 2, 2000-student writing artifacts-assigning writing stage, created & completed writing stage table, edited assessment table
February 2, 2000-Ablah Library-searching for documents & journal articles from searches, copied for S. Berridge, searching for 5 more articles through inner-library loan
February 3, 2000-completed draft for AACTE paper presentation
February 3, 2000-meeting to work on AACTE paper presentation

## The Use of Arts-Based Educational Research as Data Collection and Descriptive Writing

Below, is the information taken directly from my thesis draft concerning the use of arts-based educational research within my study. Included are sections from the introduction and methodology chapters. You will read one of many narratives telling a fictional story throughout the work.

### CHAPTER 1: A READER'S GUIDE

#### A Masterpiece Quilt

What you are about to read is not a traditional thesis, rather it is written from the perspective of a portraitist (Lawrence-Lightfoot & Hoffman Davis, 1997), with an arts-based slant. Small pieces are interwoven, and eventually patterns emerge. There is organization and logic to this text, yet it may be unfamiliar if you, the reader, are only familiar with traditional writings. I ask you to suspend your judgments until you have finished this work. As Lawrence-Lightfoot states:

> Portraiture is a method of qualitative research that blurs the boundaries of aesthetics and empiricism in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life. Portraitists seek to record and interpret the perspectives and experience of the people they are studying, documenting their voices and their visions-their authority, knowledge, and wisdom. The drawing of the portrait is placed in social and cultural context and shaped through the dialogue between the portraitist and the subject, each one negotiating the discourse and shaping the evolving image. The relationship between the two is rich with meaning and resonance and becomes the arena for navigating the empirical, aesthetic, and ethical dimensions of authentic and compelling narrative. (p. Xv)

<u>Small Pieces Forming Patterns</u>

Another birthday. How time flies. Just yesterday, I was tucking my children into bed, and now...In a few months, my granddaughter will be getting married. I want to give her something special, something to remind her of pleasant memories from her past. I could make her a quilt. Hum...I wonder if I can find the box that holds my scraps. I'm just sure I've kept fabric pieces from all the clothes I made her. Can these old hands do it once again?"

Think of a quilter creating a masterpiece. She chooses the fabric, cuts the pieces, threads the needle, sews the blocks, and finds a pattern, while all the time remembering vignettes brought back to life by the piece of fabric she holds in her hand.

> And her dress was getting too small. After her mother had sewn her a new one, she took her old dress and babushka. Then from a basket of old clothes she took Uncle Vladimir's shirt, Aunt Havalah's nightdress, and an apron of Aunt Natasha's.
>
> 'We will make a quilt to help us always remember home,' Anna's mother said. 'It will be like having the family in backhome Russia dance around us at night.' (Polacco, 1988)

Just as the quilt held significant meaning and personal value to Anna's mother, this report holds the same for me. I wove the different components of the research process intertwined with narrative and poetic moments. These moments made my work individual and intimate. The portrait of the teacher revealed. Significant educational findings were important, but self-revelation was crucial. Alma Flor Ada writes, "dissertations need not be a dry academic exercise in pursuit of a degree, but can and ought to be a vibrant experience in reflection that enriches the wider community (forward in Igoa, 1995, p. ix)."

You may be asking why I would include an arts-based approach in my study. Ultimately, I look upon my teaching as a form of art. True, much of the curriculum and many of the teaching strategies I used were based on scientific study. However, these models were not the heart of my teaching. The curriculum I used did not dictate my instruction. I followed a routine and a schedule, yet my teaching was spontaneous and expressive. "It is precisely the tension between automaticity and inventiveness that makes teaching, like any other art, so complex an undertaking" (Eisner, 1994, p. 155). I agree with Eisner (1994) when he discusses teaching as an art.

> We live at a time when virtually the entire effort of those who have attempted to study teaching has been devoted to the creation of a science of teaching (see Gage, 1963 and Travers, 1973). Yet, most of those who teach-indeed, even those who study teaching scientifically-often regard their own teaching as an artistic activity. (p. 154)

During this two-year study, I learned to view my teaching metaphorically. I considered thinking in metaphors a form of art. During my study, I used metaphor as a comparison that allowed me to think deeper about the topic at hand.

> Metaphor breaks the bonds of conventional usage to exploit the power of connotation and analogy. It capitalizes on surprise by putting meanings into new combinations and through such combinations awakens our senses. Metaphor is the arch enemy of the stock response. (Eisner, 1994, p. 222)

Kochendorfer (1994) encourages teachers to examine their teaching through metaphors.

> The revelations that you can get from examining the metaphors that you use are not limited to your concepts of knowledge, learning, and role as a teacher. You understand and experience all aspects of your professional world in terms of other things. You have metaphors for your classroom, students, school, administrators, and the subjects that you teach. (p. 78)

In this report, I wrote metaphorically using narratives in which I created a fictional character, a quilter. Throughout her story, she pieced together a quilt. Throughout this report, I pieced together my research study. Both quilter and researcher searched for a pattern among their pieces. My purpose in creating this metaphor was to have a deeper understanding of my process, and you the reader, a richer perspective. Kochendorfer (1994) also states, "The metaphors that we choose are highly significant because the influence of metaphor goes far beyond the words used to describe concepts. In fact, metaphor determines how we define the concept itself (p. 76)."

Arts-based inquiry, for me, was not just the tool to thrust me onto the cutting edge. Yes, I hope you find this document well written and the research well grounded, but there was a deeper purpose to my process. Teachers have a tendency to simply brush under the rug those students they don't know how to help. I know this, because I was one of those teachers. When educators are moved, they then feel the responsibility to change, to shift in their paradigms. Art has the ability to move rather than just inform.

My hope was that, through the combination of qualitative research forms, reflection, and an arts approach, I successfully empowered other educators. Teachers must look inward and not fear what will be found, but embrace with tenacity and courage those elements within their teacher-self that must be altered.

Arts-Based Educational Research: Two Threads

When learning about the research process, I was surprised to find myself thinking of a quilt being sewn. I realized that I was thinking metaphorically, therefore, I decided to relate my research to a quilt. In using the art form of narrative writing, I created a story about a quilter. This became the theme throughout this report. Lawrence-Lightfoot (1997) discusses themes when she

says, "So the portraitist is active in selecting the themes that will be used to tell the story, strategic in deciding on the points of focus and emphasis, and creative in defining the sequence and rhythm of the narrative" (p. 12).

Just as a quilt has layers, a pieced top, a layer of batting, and a backing, I see my research as having many layers that add warmth, depth, and substance. To provide deeper levels within my study, I approached arts-based educational research by weaving two threads. The first thread is woven as narratives and poetry. This thread is key to your identifying with me and my writing so you will be moved to shift in your paradigm. Lawrence-Lightfoot (1997) refers to narratives within text when she states,

> The attempt is to move beyond academy's inner circle, to speak in a language that is not coded or exclusive, and to develop text that will seduce the readers into thinking more deeply about issues that concern them. Portraitists write to inform and inspire readers. (p. 10)

The second thread was woven as data collection. I asked students to create 12 x 12 collages representing their feelings towards reading and writing. These squares were then transferred onto material and fabricated into a literacy quilt. Through the years, people have determined many uses for quilts. For some, quilts are precious heirlooms, and for others, simply a way to keep warm. "The quilt was a pretend cape when I was in the bullring, or sometimes a tent in the steaming Amazon jungle" (Polacco, 1988). The quilt in my study became a visual metaphor representing the theme throughout this research report.

In using arts-based educational research, I desired to make deeper connections with my participants, and I desired a deeper understanding for the reader. My stories allow you to "come into" my writing. I want you to sense what I sensed and feel what I felt. Using art enabled me to "see" a more complete inquiry.

## Log of Hours for Fall 1999, Third Semester

Each graduate student is responsible for keeping a log of hours. The final log will go into our graduate folders. I have included my log of hours recorded for third semester, Fall 1999.

Master of Education in Curriculum & Instruction
College of Education
Wichita State University

Name: Kelly Echard
Student ID: 459-57-4126
Site: Northwest High School
Semester & Year: Fall 1999

| Activity Description & Project Title | Category* | Date | Total Clock Hours |
|---|---|---|---|
| 1. Weekly Class-welcome back, review prog. goals, syllabus | LG | 8/23/99 | 180 min. |
| 2. Thesis-Combs, met w/ Berridge, T. Huber (after class) | SG | 8/23/99 | 45 min. |
| 3. Revised and edited thesis proposal | HW | 8/24/99 | 180 min. |
| 4. Berridge-phone-thesis proposal, program goals update | SG | 8/25/99 | 60 min. |
| 5. Review of thesis proposal-practicing for defense | HW | 8/26/99 | 90 min. |
| 6. Thesis Proposal Defense Meeting | SG | 8/27/99 | 80 min. |
| 7. Organized semester binder, set up log, specialization | HW | 8/29/99 | 90 min. |
| 8. Reading for lit. rev.-Journal of CI-Goering and Royston | CS | 8/29/99 | 30 min. |
| 9. Class-Research update presentations, program goals | LG | 8/30/99 | 180 min. |
| 10. Data collection-demo. table, consent, met w/ st. & tch. | FW | 8/31/99 | 150 min. |
| 11. Created demo table/assigned code names | CS | 9/1/99 | 100 min. |
| 12. Met w/ Berridge-research methodology timeline-thesis | SG | 9/2/99 | 240 min. |
| 13. Reading for lit. rev.-The Living Classroom | CS | 9/3/99 | 70 min. |
| 14. Re-reading M. & M. & H. & P. | CS | 9/4/99 | 40 min. |
| 15. Spoke w/ RR teacher, Marie Clay assess. | CS | 9/5/99 | 35 min. |
| 16. Met w/ S. Berridge-collaborative pjt.-conference proposal | SG | 9/6/99 | 180 min. |
| 17. Began preparing "clips" for retreat, looked for research tip | HW | 9/8/99 | 180 min. |
| 18. Met w/ Berridge-collaborative prjct., pre-assess update | SG | 9/9/99 | 180 min. |
| 19. Phone w/ Berridge-clips, retreat req. 3 calls-15 min. ea. | SG | 9/10/99 | 45 min. |
| 20. Completed Clips/retreat, and gathered needed materials | HW | 9/10/99 | 360 min. |
| 21. Retreat w/ sp.-Dr. James, I. Villapando, & Dr. Anderson | LG | 9/11/99 | 540 min. |
| 22. Lit. rev.-J.C&I-Goering & Royston & The Liv Classrm | CS | 9/13/00 | 75 min. |
| 23. Class-OK corral, Eisner, proposal-collaborative rpt. | LG | 9/13/99 | 180 min. |
| 24. After class-call for proposals com.-ABER contreat | SG | 9/13/99 | 30 min. |
| 25. Collage-personal & professional reflection/research bias | HW | 9/14/99 | 170 min. |
| 26. Began work on research bias statement | HW | 9/15/99 | 45 min. |
| 27. Reading Eisner | HW | 9/15/99 | 30 min. |
| 28. Reading Eisner text | HW | 9/16/99 | 120 min. |
| 29. Read info. sent from my aunt re. Marie Clay assess | CS | 9/16/99 | 50 min. |
| 30. Met w/ Berridge-proposal-confer., rch. bias, M.C. assess | SG | 9/16/99 | 120 min. |
| 31. Data Collection-pre-assessments | FW | 9/17/99 | 180 min. |
| 32. Completed research bias statement | HW | 9/17/99 | 50 min. |
| 33. Reading Eisner | HW | 9/18/99 | 40 min. |
| 34. Reading Eisner | HW | 9/19/99 | 165 min. |
| 35. Spoke w/ Berridge-phone-conf. prop., bias, Eisner | SG | 9/19/99 | 35 min. |
| 36. Class-Ed. Connoisseurship & Criticism | LG | 9/20/99 | 180 min. |
| 37. After class-met with Berridge-bias, plan week | SG | 9/20/99 | 15 min. |
| 38. Data Collection-pre-assessment | FW | 9/21/99 | 120 min. |

| | | | |
|---|---|---|---|
| 39. Berridge-phone-bias statement, proposal, lit. rev. | SG | 9/21/99 | 20 min. |
| 40. Reworked bias statement | HW | 9/23/99 | 45 min. |
| 41. Data Collection-pre-assessment | FW | 9/24/99 | 60 min. |
| 42. Reading for thesis development-Combs thesis | HW | 9/24/99 | 80 min. |
| 43. Spoke w/ Berridge-phone-unable to meet, dis. ind. tasks | SG | 9/26/99 | 30 min. |
| 44. Updated audit trail and log | HW | 9/27/99 | 75 min. |
| 45. Spoke with S. Berridge on phone-log, audit trail | SG | 9/27/99 | 20 min. |
| 46. Data Collection-pre-assessment | FW | 9/28/99 | 120 min. |
| 47. Spoke w/ Berridge-phone re. Chicago, bias, audit tr., log | SG | 9/29/99 | 20 min. |
| 48. Weekly class-Elliot presentation- "Blue Eyes" | LG | 9/30/99 | 180 min. |
| 49. Data Collection-pre-assessment | FW | 10/1/99 | 240 min. |
| 50. Update meth. timeline, chk. audit trail against timeline/log | HW | 10/4/99 | 60 min. |
| 51. Reading Eisner | HW | 10/4/99 | 70 min. |
| 52. Class-Eisner ed. crit., diversity discussion, data info. | LG | 10/4/99 | 180 min. |
| 53. Class-stayed late conf. w/ Berridge, Surender, Huber | SG | 10/4/99 | 30 min. |
| 54. Data Collection-pre-assessment | FW | 10/5/99 | 60 min. |
| 55. Data Collection-pre-assessment | FW | 10/6/99 | 60 min. |
| 56. Berridge-updated all resch. doc., Chicago proposal | SG | 10/7/99 | 270 min. |
| 57. Reading Spradley | CS | 10/8/99 | 60 min. |
| 58. Reading Spradley | CS | 10/9/99 | 45 min. |
| 59. Weekly Class-Ideaologies/Curricula, logs due | LG | 10/11/99 | 180 min. |
| 60. Meeting to discuss upcoming conf.-AACTE & ABER SIG | SG | 10/11/99 | 90 min. |
| 61. Data collection-pre-assess/began videotaping | FW | 10/12/99 | 150 min. |
| 62. Data collection-pre-assess/videotaping | FW | 10/13/99 | 300 min. |
| 63. Berridge-complete abstract-AACTE-ABER SIG conf. | SG | 10/14/99 | 120 min. |
| 64. Reading Eisner-ch. 2 | HW | 10/16/99 | 120 min. |
| 65. Reading Eisner-ch. 3 & 4 | HW | 10/19/99 | 270 min. |
| 66. Met w/ Berridge-scholarships for AACTE-ABER SIG conf. | SG | 10/21/99 | 240 min. |
| 67. Reading Eisner-ch. 5 | HW | 10/23/99 | 160 min. |
| 68. Class-present. skills, Eisner-curr. planning, eval. & assess | LG | 10/25/99 | 180 min. |
| 69. Data collection-pre-assess & videotaping | FW | 10/26/99 | 180 min. |
| 70. Berridge-phone-data collect, assigns., tech. matx | SG | 10/26/99 | 70 min. |
| 71. Began technology matrix, updated log and audit trail | HW | 10/26/99 | 100 min. |
| 72. Data collection-pre-assess & videotaping | FW | 10/27/99 | 120 min. |
| 73. Began reading Tobin for methodology | CS | 10/27/99 | 80 min. |
| 74. Reading Tobin-ch.1 | CS | 10/28/99 | 60 min. |
| 75. Spoke w/ Berridge on phone-Tobin & Technology Matrix | SG | 10/28/99 | 25 min. |
| 76. Reading Tobin-ch. 2 | CS | 10/29/99 | 120 min. |
| 77. Worked on Technology Matrix | HW | 10/31/99 | 60 min. |
| 78. Technology matrix, read Tobin-ch. 2, read Eisner | HW | 11/1/99 | 240 min. |
| 79. Weekly class-analysis, constant comparative method | LG | 11/1/99 | 180 min. |
| 80. Meeting-AACTE and ABER SIG, conf. with Huber | SG | 11/1/99 | 45 min. |
| 81. Reading Tobin-ch. 2 | CS | 11/1/99 | 20 min. |
| 82. Data collection-completed assessment, videotaped | FW | 11/2/99 | 120 min. |
| 83. Reading Tobin-ch. 2 | CS | 11/2/99 | 30 min. |
| 84. Data collection-videotaped | FW | 11/3/99 | 90 min. |
| 85. Journal-typed in entries from journal | CS | 11/3/99 | 60 min. |
| 86. Read Eisner | HW | 11/3/99 | 40 min. |
| 87. Updated log and audit trail | HW | 11/3/99 | 30 min. |
| 88. Updated bias, add-descriptive and interpretive asp. | HW | 11/3/99 | 120 min. |
| 89. Berridge-meth. update, adt. trail, labels-ABER SIG, bias | SG | 11/4/99 | 330 min. |
| 90. Weekly Class-data analysis, triangulation | LG | 11/8/99 | 180 min. |
| 91. Read Tobin, skimmed ch. 2-5 | CS | 11/9/99 | 160 min. |

| | | | |
|---|---|---|---|
| 92. Worked w/ Berridge on ABER SIG proposal, collab. report | SG | 11/11/99 | 240 min. |
| 93. Updated info. ch. 1 & 3 of thesis | HW | 11/13/99 | 170 min. |
| 94. Berridge-collab. report, dev. ?-thesis talk with Huber | SG | 11/15/99 | 120 min. |
| 95. Met w/ S. Berridge, C. Combs, & Dr. Huber-thesis talk | SG | 11/15/99 | 90 min. |
| 96. Berridge-collaborative report, ABER SIG proposal | SG | 11/18/99 | 300 min. |
| 97. Worked to update goal matrix | HW | 11/21/99 | 120 min. |
| 98. Worked to update goal matrix | HW | 11/21/99 | 145 min. |
| 99. Berridge-ABER SIG proposal, intro to thesis, log | SG | 11/22/99 | 240 min. |
| 100. Format thesis, Berridge-phone-goal matrix update | SG | 11/23/99 | 240 min. |
| 101. Talked w/ S. Berridge on phone-goal matrix update | SG | 11/28/99 | 240 min. |
| 102. Met w/ S. Berridge-thesis introduction | SG | 11/29/99 | 240 min. |
| 102. Typed reflection-cover letter | HW | 11/30/99 | 180 min. |
| 103. Worked on cover letter and narratives part of goals | HW | 12/1/99 | 170 min. |
| 104. Worked w/ S. Berridge-introduction to thesis | SG | 12/2/99 | 375 min. |
| 105. Cover letter-goals, thesis, log of hours, audit trail | HW | 12/4/99 | 360 min. |
| 106. Met w/ S. Berridge-thesis update, cover letter | SG | 12/5/99 | 580 min. |
| 107. Worked on cover letter, portfolio entries | HW | 12/5/99 | 240 min. |
| 108. Worked on cover letter, thesis update, portfolio entries | HW | 12/6/99 | 580 min. |
| 109. Weekly class-research update | LG | 12/6/99 | 180 min. |
| Total Hours | | | 259 hours |

## References


Combs, C. A. (1998, September). *Empowering teachers by using the Smyth model for reflection.* Workshop presented to M.Ed. students at the Northwest High School Site-Based Masters Program, Wichita State University, Wichita, Kansas.

Eisner, E. (1994). *The educational imagination: On the design and evaluation of school programs.* (3rd. ed.). New York, NY: Macmillan.

Igoa, C., (1995). *The inner world of the immigrant child.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Lawrence-Lightfoot, S. L. & Davis, J. H. (1997). *The art and science of portraiture.* California: Jossey-Bass Inc., Publishers.

Kochendorfer, L. (1994). *Becoming a reflective teacher.* Washington, DC: National Education Association of the United States.

Polacco, P. (1988). *The Keeping Quilt.* New York: The Trumpet Club, Inc.


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# BRAIN BASED TEACHING AND LEARNING IN THE EARLY CHILDHOOD CLASSROOM

**Debbie Holmes**

## Artifacts

- Thesis Table of Contents
- Research Bias Poem: Shadows of My Mind
- Cover Letter: The Journey

## Reflection

As a former P.D.S. student, entering into the site-based master's program seemed to be a natural step in my professional growth. Although, I was thinking, it would be one more night of the week I would give up to pursue another degree, little did I realize the impact it would have on me. I never dreamed I would be writing a thesis, publishing a children's book review, complete an ethnographic research project, write a grant or present a paper and dramatization at a national conference.

As a stay-at-home mom, I represent the non-traditional student who chooses to put a career on hold while my children are at home. I have been amazed at the quality of educators in this program. The diversity of backgrounds, topics of research and ideologies from which we began, have added to the intensity of our classroom discussions. This program has allowed us freedom to express our ideas, question our beliefs and reflect out loud with our colleagues.

As we have been challenged to reflect upon our own teaching practices, ideologies and foundations of knowledge, we all share in the true desire to improve our teaching. By making a difference in our schools through our research, we become better educators, equipping ourselves with the necessary ingredients to teach the kids and realizing the implications for learning.

The following documentation is a brief overview of some of the required documentation pertaining to the program goals of this program. The thesis content page is an ongoing work; the researcher bias is an arts based approach to expressing one of my biases, and the cover letter is a reflective look at how I have documented my growth as an educator the previous semester.

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- A. School District Research Proposal Approval and University Institutional Review Board Approval
- B. Definition of Terms

## SHADOWS OF MY MIND

My biases are in the shadows of my mind
In the memory of a twelve year old caught in a bind

I see him coming faster after me
Faster down the stairs I go

I cannot stay ahead
He leaps and runs after me

I can't get out I can't go far
He slams the door on my head and now it is ajar

I feel the blood rushing, I'm dizzy, and will this be the end?
I barely remember him picking me up; will this be a friend?

The one who came to my rescue was like a shiny knight
He carried me to safety, the Vice Principal, Mr. Wright

The black boy who was chasing me
Scared me out of my wits

But what was his intention, he thought he was so cool
In that stairwell of my junior high school

I said it was an accident, although I know it was not
He was suspended for two weeks, that's what he got

The incident is never really too far from my mind
The knot is still there on my brow to remind me from time to time

The fear of middle school black boys invades my soul
But basing my bias on one boy has certainly taken a toll

You see we all gain knowledge through our experiences at best
And basing my bias on one boy is wrong I can attest

I wonder what happened to that boy, his name I can recall
I'm sure he must have felt bad that day in the hall

All is forgiven, the shame and the guilt of a lie that day
And following my prejudice will someday go away

## The Journey

(a.k.a..The Cover Letter)

As I look back over the past semester, it provokes thoughts of being on a long journey. I know I will eventually get to my final destination, but will the gas tank always be full? Will I get lost? Will there be anyone who knows the right directions if and when I stop for guidance? And how about the weather, will there be dark clouds to muddle my ability to see clearly? Will the road always be smooth or will I become totally disengaged as I hit the one big pothole? Do I have the necessary toolbox I need to fix any problems along the way? Although my journey is only halfway done, the journey I continue afterwards will be much more remarkable as I construct my own destination.

Just as the initial planning of a trip requires preparation ahead of time, I prepared for my beginning phases of qualitative research in August of 1999. Jeanette and I have spent many hours together planning and organizing, revising ideas to implement our research in her classroom this past semester. While we shared an umbrella idea of brain-based teaching, we used different strategies with the children.

This past semester has challenged me to make clear decisions about my ideologies and gain a distinct appreciation for others. Through Eisner's (1994) book, I have been able to identify with one of the six ideologies he views as one of the most prominent in our culture today. I travel the road to Cognitive Pluralism with great speed but of course with my seat belt on. This ideology embraces the multiple intelligences which support the brain-based teaching ideas. Cognitive Pluralism looks at individual potential for learning and the opportunities afforded through environmental factors as one of the important elements in cognitive development.

I can recall many times during my formal educational years when a different way of learning about a topic would have been more meaningful to me. For instance, I was abruptly pulled out of my fourth grade class and told to get my things, I would be moving to the other fourth grade class. I was never told, asked or consulted in any way about the move. I thought for years the other teacher simply did not like me and asked that I be removed, and that I had done something wrong. Only later did I learn that the opposite was true. Another girl in the other class wanted moved and I was "chosen" because I would be able to adapt well and get along without any problem. You see, my new teacher had a reputation of being very mean. She had matted blue hair, became easily agitated, and was extremely rigid in nature. I had been moved to my worst nightmare. I made the best of my situation but spent the whole year learning her way only. If only someone had explained to me or thought I could understand what had happened, but children were not allowed to give input, only the teacher knew what was best. What kind of picture or poem would I have constructed from my experience?

Because my quest for meaning is constructed from my own experiences, I have packed my bags for any kind of weather. My research in the classroom has put book knowledge to the test. It is not easy to interview kindergartners who are anxious to get outside for recess. The experience of data collection, which is different for everyone, has been a trunkful of do's and don'ts. I have found classroom data collection to be more difficult than I initially thought.

My biggest challenge has been the use of someone else's students. I wonder what would have happened if I had been in my own classroom, but then how would my own prejudices affect my data collection? The easiest part has been the role of ethnographer, the students wear alphabet letters on their backs so that I can distinguish them in my data collection. We chose alphabet letters because of the age of the children. I now see the letters as part of a hidden curriculum. It looks as if the students have claimed ownership to their letter, and by this time most of them can tell me what letter they wear on their back. I refer to them as Mr. or Miss alphabet letter. I did learn a few names by accident, but really don't know a majority of their names. It has also been easy to sit and try to blend in since I have been coming to their class from the beginning of school. A big grand introduction was never made, so I think I am probably viewed as another person who frequents their classroom.

As I enter the data analysis phase this roadmap appears to be more treacherous with dangerous curves waiting up ahead, I'll proceed with caution. Now as I begin to untangle the emerging themes and ideas I wait with eager anticipation of what I will find. As a more critical thinker I have constantly asked myself questions which may or may not be reflected in the data… yet.

**Course Outcomes**

1. *Participants will demonstrate the ability to conduct a classroom action research project and report the results in a formal paper.*

I am in the process of writing a thesis and conducting a classroom action research project rooted in brain-based learning.

2. *Participants will identify and complete projects that go beyond their own classrooms.*
   I am currently a reader of conference proposals for an Arts Based Conference. These proposals are exposing me to a wide variety of arts-based educational research done by doctoral students on a variety of topics and methodologies.
   I am also currently seeking grants to write.
3. *Participants will demonstrate the ability to complete a call for proposals and submit it to, at least, one professional meeting.*
   I am one of the graduate students going to Chicago in Feb. 2000 to the NAACTE conference.
4. *Participants will demonstrate the ability to plan and implement a building or district level collaboration project in curriculum, instruction, or school improvement.*
   I participated on the Journey to Excellence Committee at Maize. This committee looked at different curriculum guidelines for all grade levels. Recommendations went to the Board of Education in September.
5. *Participants will demonstrate the ability to collaborate on projects and presentations with other professionals.*

I have been Jeanette's research partner, using her classroom to conduct my action research and working with her collaborating on data collection, analysis, grant writing and presentations on our research.

As a Cognitive Pluralist the six program goals require me to do something with my cognitive processes. By participating in conferences, working collaboratively with others, conducting self inquiry based on questions I have developed to interpret and analyze, and recognizing a need to look beyond the closest classroom, I believe my ideologies are clearly supported by the activities I chose to represent these program goals.

Since I am not in a full time teaching position, my indoctrination into the teaching profession is minimal but not withstanding. Anytime a journey is begun, the ending is never really fully acquired until the destination has been reached. A quantitative researcher would assume the end of the journey has been realized, but as a qualititative researcher, I'll be asking questions such as: Is there another route? Does the road end here or can we make another one? What will it look like? What kind of obstacles will I find this time? As I have listened, analyzed, evaluated, interpreted and demonstrated professional knowledge about teaching, may my journey be long and never ending.

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## USING LITERATURE TO TEACH CHARACTER

**John Knapp**

### Artifacts

- Chapter II Review of Professional Literature
- Essay Demonstrating Proficiency in Technology Integration in the Classroom
- Log Sheet for Contact Hours for Third Semester of Program

### Reflection

The Wichita State University Site-Based Master of Education program has opened my eyes to possibilities in education that I previously thought were panacea. Imagine teachers theorizing about ways to improve their own teaching, in their own individual classrooms. Imagine developing programs and curricula to meet the special, individualized needs of a specific, rather than general population. Imagine educators collaborating together, attempting to solve real problems in real classrooms. Well, stop imagining and welcome to the world of teacher-based action research.

My individual project was to see if, by synthesizing what I theorized to be the best attributes of several existing programs of character education, I could have a measurable impact on the character development of my senior students. In my research, I brought together the idea of William Bennett, Thomas Likona, Christina Hoff Sommers and others who believe in using moral stories, either from history, or from the classical genre, as a base. I then utilized some of the ideas of Steven Covey and Howard Kirschenbaum, as they related to the problems with the "values clarification" model so prevalent in the 60s and 70s. I backed my theory with evidence from the most current brain-based research of David Sousa and Eric Jensen. From this research base, I wrote a curriculum which our district adopted, that gives students opportunity to not only define virtue in their own context, but to compare it with history and literature, to reflect and then to put virtue into practice in a variety of ways. Though the final results are still unknown, the effects of my program are visible everywhere in our school and in our community. Students from our school will conclude their high school careers by reflecting on the character they have developed as they have grown, and on the character they intend to develop as they leave to embrace the "real world."

Included here are three components of my research. One, is a part of my literature review; two, is my log sheet for contact hours for last semester; and, three, is my technology matrix which is a verbal demonstration of the proficiencies in technology that I am assisting young people to develop. All of these are but parts of the requirements for the type of high-quality research that this program demands. I invite you to peruse them and I believe you will find them to be models of the panacea—the way teaching should be.

## CHAPTER II
## REVIEW OF PROFESSIONAL LITERATURE

### The Complexity Of The Issue

"Character education . . . the instruction of young people in the practice of 'being good'." That was my simple definition for the teaching of virtue, . . . and it sounded easy enough. Or so I thought when I began my character quest. I refer to it as a quest because that is how I view it now, a provocative journey into the dangerous unknown, a journey down what I and some others perceive to be a clear, albeit difficult, path. It is not without some irony that I tell you here, I knew before I began my quest that this path had no possible final destination—no way of ever reaching that location called "good enough." Even so, there was and is a driving, yearning, gnawing force that will not let me rest in my pursuit of it. So I began with my simple objective, I wanted to help others be better people. But in the process of researching ways to do that, I soon discovered that while my objective was simple, the task that I was attempting was anything but that.

Glanzer (1998, p. 434), in his article "Character Education is Far From a Simple and Straightforward Task," asserted that character education is the "most complex of human endeavors because it is influenced by a whole host of other beliefs connected to each of our own individual world views." As I began my own journey, my first realization would be that I would have to recognize and accept that the issues I would be dealing with were as complex as the organizations, cultures, peoples—all of those human social constructions—that surrounded me. I, like many others, had naively considered that most people thought the same way I did and had belief systems at least similar to my own. I never really considered the idea that there could be other distinctly different "world views." Nor had I ever considered the possible impact that these differences might have on the way a person might perceive the concepts of "right" and "wrong." My research indicated quickly that diversity was the only "norm" and that the "macroculture" that I thought existed seemed to be becoming a smaller and smaller part of a growing hodge-podge of "microcultures," each demanding its own "voice." As a result of this revelation, the idea that I was embarking on a "simple" task would be forever wiped away.

### Many Speakers With Many Voices

As these compelling differences became evident, I felt it important, like any good statesman would, to know and at least try to understand my audience and whom they were listening to. In this process several questions guided my initial research, "Who were the other speakers?" and, more importantly, "What were they saying?" The more I researched, it became increasingly clear that there were many "speakers" competing for a say on the "stump" of virtue, all of whom had vested interests in the end product—the way students perceived values. I immersed myself in this study, attempting to understand these speakers and their roles before I attempted to formulate much of a plan for influencing my students. Though I was somewhat overwhelmed by the complexity of all the voices, I was still convinced that change needed to take place, because my research was really clear in one respect, no one seemed to be arguing that morality was not declining. So, it was here that I really began, and there were many examples of programs that were at least attempting to address some form of moral education. I determined that if others were able to find some degree of success, so would I.

### Bureaucracy: Smallest Speaker With The Loudest Voice.

The first speakers I looked at were also the least assailable ones, they were the bureaucrats—those nameless, faceless policymakers who control the coffers and dole out the dollar bills. They are known as *Washington, Mr. President, Madam Secretary; the State, Mr. Governor, Ms. Education Secretary; City Hall, Mr. Mayor, Mr. Council member, Mrs. Voter; the School Board, Mr. Board President, Mr. Superintendent,* etc. My awareness of the importance of these came about as I looked at a variety of programs, examining many whose effectiveness was reflected both positively and negatively. I immediately discovered that educational programs of consequence required funding and were expensive. Much of that, I learned, was (and is) controlled at the federal, state and local levels by elected officials. Many programs are emerging. Jacobson (1999) highlighted some of the current character education movements which seem to be springing up everywhere. These programs range from very simplistic behavior modification programs that could be non-intrusively inserted into any individual's curriculum with minimal outside involvement, to district-wide and even some state-wide programs that would require intensive long-term commitments with large-scale strategic planning, training and follow-up. Since only a few states are considering mandated character education, Lewis (1998, p. 435) reported that there was an


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upsurge in the number of stand-alone prepackaged programs being developed to address character and civic values. She felt that many, if not most, of them were too simplistic and were focused on symptoms rather than the deep underlying problems that the symptoms were indicative of. Clearly not a supporter of the "simplistic" approaches, she felt many of the emerging character education programs were only "symptomatic of the sterile, segmented, and disconnected way that public education treats values, character, ethics, and morality." Lewis (1998, p. 421) emphasized this feeling when she portrayed federal educational policy making as continuing to be "without vision" and by stating emphatically that "something deeper and more valid than political pressures and economic arguments" were needed to "break through the 'ennui' of educational institutions so as to positively influence young people." Her argument complained that politicians and political systems needed to stop moving back and forth at the slightest sway of public opinion and take immediate, deliberate steps to address the growing problems she identifies in educational institutions who vacillate in addressing the problems. She asserted that legislators never attempt to correctly apprise nor address a "serious" problem and, as a result, Lewis (1998, pp. 99-100) claims, civic disenchantment with politicians and most societal institutions is at an all-time high. The author points out that much of this is due to the "depersonalization rampant in our societies, epitomized by television and the Internet, and also to a loss of character." The dilemma that Lewis so pointedly exposes then, is that so long as politicians control the purse strings of education, meaningful programs will be few and far between because the very nature of politics requires that it always remain in a position to compromise—the very thing that undermines moral teaching and leaves the public "disenchanted." My own experience supports this, as do the observations of others.

Microculture Vs. Macroculture: Speaking Clearly . . . Against Each Other.

While Lewis looked primarily at political players, others were looking elsewhere to address the problems and were discovering a lack of vision there as well. Some claimed that this political problem could not be blamed solely on politicians. In an article in the *Educational Journal*, Dr. Nick Tate (1996, p. 8) argued that as a society "we have suffered a failure of vision on some of the issues where education has a right to expect support of the wider society." Tate's claim is that more than politicians are to blame for our current confusion of values. He claimed that when schools had attempted to exact moral leadership, it was really society that failed it by being selfish and failing to look at the needs of the large group when exacting specified rights to the small group. As a result, much harm has been done and much confusion exists. This "failure of vision," he claims, "has caused schools, for decades, to back away from three issues: 'matters of culture, group identity, and morals'." These seem to be the very hot buttons that few are willing to attempt to address, much less find a consensus on. And so, I discovered, the issue of individual group rights is also a very powerful player, one that has quite a vested interest in the outcome.

Several speakers addressed the issue of the importance of the microculture, but none more poignantly than Alfie Kohn and he has much to say about character education. In an article in *Phi Delta Kappan* titled "How not to teach values: a critical look at character education" , Kohn (1997, p. 428) begins to define one of his key assumptions regarding the teaching of virtue and the role he believes the school should play. He states that

> character education has two meanings. Broadly, it refers to anything that the schools might provide outside of academics, but in common usage it has come to mean something far narrower, denoting particular styles of moral training reflecting specific values and assumptions based quite squarely on behaviorism, conservatism, and religion. Thus educators who are keen to support children's social and moral development may turn, by default, to a program with a certain set of methods and a specific agenda that, on reflection, they might well find objectionable.

His point here seems to be simply that the broad interpretation of character education is desirable whereas the narrower definition must be scrutinized closely and possibly even feared because of its potential source of influence ie "behaviorism, conservatism, and religion." But to eradicate these three entirely would cause one to wonder "what is left as a basis for anything?" And even Kohn, I believe, is clearly not against the teaching of morality. The in fact, from a second article on the subject (Kohn, 1998, p. 428), he reduces his concern to two areas. In one respect he defends the view that social and moral development, like intellectual development, is a process by which the learner actively constructs meaning, and this he doesn't seem to have any problem with. He does, however, have a problem with the role contemporary character education plays which, at least according to him, assumes that values can, in effect, be inserted into passive

receptacles. So what is Kohn's argument? Very simply, whose morals do we (that is schools as representatives of all society) teach? And what approach do we take in that process? Not surprisingly, there were many who would attempt to answer Kohn's questions. Thomas Lickona (1998, p. 450-52) positively addressed Kohn stating "His [Alfie Kohn's] critique is healthy because it has the potential to stimulate debate about how best to approach character education." But Likona was also quick to point out that it had the potential to do great harm if those unfamiliar with character education adopted all of its [Kohn's article's] criticisms at face value. It is here that I find myself experiencing the greatest personal moral dilemma. While these two, Kohn and Likona, are far from the only speakers on the subject they do represent the two polarized views . . . and I find myself agreeing almost wholeheartedly with both. Now if they are representing opposites, how can I agree with both? It is exactly because they represent extremes, and here my personal bias reminds me that anything taken to its extreme can be harmful. My own conservative religious education tells me almost intuitively that all things must be taken with a degree of moderation seasoned with common sense. It is here, my "guts" tell me, most programs fail.

I'm glad that I don't have to stand alone on this. Other speakers also had strong opinions, like Likona's, about how to teach virtue. Thomas Lasley II (1997, p. 654-55) in an article titled "The Missing Ingredient In Character Education" asserts clearly that "values are caught, not taught, i.e. they are learned by observation and practice." He warns that what is typically taught in character education is often "in distinct contrast to prevailing cultural messages disseminated through the media and everyday adult behavior." He concludes with a striking indictment, that "it is doubtful that such school programs will prove successful if they seek to teach children the lessons that adults have not yet learned." I found Lasley's comments particularly challenging, although they aligned very closely with my own. The educator can not give what he does not possess. But still, based on issues raised in Kohn's comments, I found myself wondering if public education was really the place to try to teach morality. So, before I looked at anymore speakers, I had to answer that question.

## Should Schools Be Teaching Values?

Well, I didn't have to look very far for overwhelmingly conclusive evidence that 'yes' in fact, they not only should, they must. Dale Davis (1984), chairman of the Division of Educational Studies at Southern Methodist University, stated fifteen years ago that ". . . U.S. educators must acknowledge the responsibility of the public schools for the teaching of *civic*—but not of *religious*—values. The latter," he claimed, "must remain the responsibility of the family and religious institutions" (360)[1]. I wholeheartedly agreed that religion should not be the business of schools. But the former, he clearly asserted, must be the responsibility of public educational institutions. Yet in spite of his admonishment in 1984, youth crime and violence have risen exponentially. Why? I wondered. Lt. Col. Dave Grossman (1998) in an article in *Christianity Today* chronicled this fact, very clearly noting tremendous rises in youth violence in all areas (see addendum 1). Nick Tate (1996, p. 8) discussed the dichotomy that existed (and still exists) between trying to please the microcultural and macrocultural views. He stated as follows: "our overcompensation for past failures in areas addressing character [as it relates to the microculture] is to blame for our present reluctance to attempt to embrace them [on a macrocultural level]. In other words, schools tried something, somebody got mad. So they tried something else. Somebody else got mad. Finally, this happened enough that they stopped trying (at least stopped trying anything that might truly impact or have a lasting benefit). In spite of this, he stated emphatically that "schools and colleges should light the way on culture and morals." As I looked further, I discovered his belief was far from a new concept. In 1987, then-President George Bush (1988, p. 112-13), began his "Strategy for Excellence in Education" speech with a 2,200 year old Aristotelian quote that states: "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." Similar quotes are plentiful throughout history. Bush went on to suggest in his key point number four that America needs to work harder at "getting moral values and family participation back into education." One speaker who particularly

[1] Davis (1984, p. 359) noted a number of "reasons" character education should take place. These included his observations that "There is no value-free education," "It is impossible for a school system to reflect no value system," "If schools do not help some young people to form values, no one else will;" and "It is also clear, from the First Amendment and from the simple reality of our pluralistic society, that no single religious system can be taught in public schools."

assuaged my conscience was Denis Doyle (1997, pp. 441-43) who argued first, that, to begin with, "there is no such thing as a 'value-free' school," and therefore the issue is not "whether or not there will be values, but rather which values will be taught"; and second, there are "good values" and "bad values," and regardless of whether they intend to "schools shape character for good or for ill." As I read this, I wanted to cheer. It just seemed to me to be good common-sense. As I further perused, Doyle's prescription for quality character education, consisting of three elements: example, study, and practice, I found it almost exactly mirrored my own philosophy. Another educator Amitai Etzioni (1998, p. 447) also agreed with Doyle's earlier assertion, reiterating "if educators are silent on moral issues, that only means that other voices will have exclusive call on children's minds." Here, Davis' (1984, p. 360) earlier admonition tempers the argument, and I found a number of speakers like him attempting to address the earlier mentioned dichotomy; Davis stressed the need for educators to distinguish between religious and civic values, and challenged that the teaching of the latter was the *only* responsibility of public schools. Davis' belief matches my own, and a number of others, in that ***educators should focus on commonalties and attempt to build character codes built on those things, not religious, held in common within a community***[2]. This is not simply a belief held strictly by educators either. In the results of a 1993 Gallup Poll (Elam, Rose, & Gallup, 1993, p. 145), it was clear that most people (87 percent) would welcome more attention to values[3], character education, and prayer in school (see Appendix B).

Now I don't want to infer, and neither does the research say, that a focus on commonality is all panacea. Homstad (1995) related a very clear example of how widely opinions can differ regarding something as seemingly simple as book selection, in their case ultimately resulting in heated, passionate outcry. My only comment here is that I believe that this is the place to start and start we must.

Voices Of Those Who Would Teach It.

To say that methods abound, I believe, would be an overstatement. From what I have been able to discern, most were very much alike in their general impetus and could actually be grouped into two categories: Direct instruction and Indirect instruction. The primary form of values instruction in the U.S. prior to the 1950s was unquestionably direct. Perusing a grammar book or a social studies text would provide ample evidence of this. All were heavily influenced by the strong Judeo-Christian heritage of earlier American history. In them, stories were expressly selected because of the moral messages that they taught. The messages were clear and didn't require much thought to figure them out (see addendum A). Common themes were honesty, integrity, work ethic, empathy, delayed gratification, etc. Then in the 1960s as society became more vocally pluralized, a number of legislative decisions eliminated much of religion from the public schools. What followed in the early 1970s and 80s was an attempt to fill the void left by what had previously been so clear. In 1966 "Values Clarification" was introduced to American Public Education. It was a program which seemed to satisfy the letter of the law in as much as it didn't directly teach a specific moral code. Instead, it was based on a democratic process which was supposed to require the students to reflect on and come to moral conclusions on their own (Sommers, 1993). The idea soon was misconstrued that no one would be allowed to tell students what to believe directly, but, so the belief was, with reflection and thoughtful practice, they would figure it out on their own. With the family unit still solid at that time and the church still-strongly influencing young people, it sufficed . . . for awhile. But

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[2]The following, in articles relating to the teaching of character, all agree that public education is the place where virtue must be taught and that for character programs to be successful they must begin with commonality—Bennet, 1997; Benninga 1988; Benninga & Wynne, 1998; Berg, 1999; Cohen, 1993; Covey, 1989; Davis, 1984; Doyle, 1997; Etzioni, 1998; Glanzer, 1998; Jacobson, 1999; Kirschenbaum, 1992; Lasley, 1997; Lickona, 1988 & 1998; Miles, 1999; Renewing, 1999; Ryan, 1996; Scapes, Watson, & Lewis, 1996; Scott, 1999; Sizer & Sizer, 1999; Sommers, 1993; Tate, 1996; Wilson, 1994; Wolk, 2000.

[3] Twelve were specifically named. They were 1) Honesty, 2) Democracy, 3) Acceptance of people of different races and ethnic backgrounds, 4) Patriotism, 5) Caring for friends and family, 6) Moral courage, 7) The golden rule, 8) Acceptance of people who hold different religious beliefs, 9) Acceptance of people who hold unpopular or controversial political or social views, 10) Sexual abstinence outside of marriage, 11) Acceptance of the right of a woman to have an abortion, and 12) Acceptance of people of different sexual orientations.

twenty years after its inception, approaches like values classification, Kohlberg's cognitive-developmental model, and reason-based problem-solving, which constituted moral education in the '60s and '70s, were considered ineffective and faddist (Ryan, 1986). Yet, before I could throw everything away, I had to wonder why? Howard Kirschenbaum (1992), one of the originators of "Values Clarification" argued that an understanding of why "values clarification," declined was essential for charting productive directions for values education and moral education in the 1990s and beyond. I agreed.

# ESSAY DEMONSTRATING PROFICIENCY IN TECHNOLOGY INTEGRATION IN THE CLASSROOM

## Technology Integration Proficiency

The Wichita State University Master of Education in Curriculum and Instruction program has set forth the following rubric for the assessment of a teacher's proficiency in the utilization of technology in teaching students.

| *Levels* | *Teacher Usage with Students* | *Teacher Planning* | *Teacher Understanding* | *Scope and Sequence* | *Teacher Participation* |
|---|---|---|---|---|---|
| | Never uses technology with students | Does not plan before using technology | Teacher has no desire to learn or understand technology | Does not use the MB scope and sequence | No teacher participation |
| | 0 | 0 | 0 | 0 | 0 |
| **Entry** | Rarely schedules time for students to work on computers | Free choice of student directed activities only | Teacher struggles to cope with technology | Teacher teaches a few scope and sequence skills | Minimal teacher involvement |
| | 1 | 1 | 1 | 1 | 1 |
| **Adoption** | Assigns students to work on computers on a regular basis | Teacher plans and practices lessons in advance | Teacher successfully uses technology at a basic level | Teacher uses scope and sequence in isolation | Teacher takes active role in instruction of technology related lessons |
| | 2 | 2 | 2 | 2 | 2 |
| **Adaptation** | Encourages ALL students to utilize technology in the classroom | Technology gets integrated into the traditional classroom practice | Teacher begins to experiment with new technology | Teacher implements all appropriate scope and sequence skills | Teacher does minimum of one curriculum related technology project with students per year |
| | 3 | 3 | 3 | 3 | 3 |
| **Appropriation** | Teacher routinely integrates technology in classroom and/or lab | Teacher plans appropriate use for technology | Teacher understands technology | Teacher integrates the scope and sequence skills into the curriculum | Teacher does numerous curriculum related projects with students |
| | 4 | 4 | 4 | 4 | 4 |
| **Invention** | Teachers design and implement new environments utilizing technology | New instructional patterns emerge from the use of technology | Teacher constantly experiments with new technology | Teacher creates an environment where technology is used effortlessly as a tool | Teachers go beyond existing models for technology usage and assumes risks to take advantage of the technology |
| | 5 | 5 | 5 | 5 | 5 |

**Belief Statement**

The final category on the above rubric is titled ***Invention***. I will argue and provide evidence that I am, and have been, operating at that level in both my Advanced Placement Literature and Composition, and my General English classes and further, I have written and now received board approval for the implementation of curricula that will motivate many of my colleagues to join in the adventure. Before I provide my evidence, though, I think it is important that I establish my *position* on technology—why I am motivated and inspired to pursue it so doggedly. Since I believe that paradigms are the basis of our motivation, my technology paradigm must be firmly established, as it is the basis of my beliefs. My beliefs about technology and its uses are as follows: Like many other teachers, I believe that technology is a tool. Once learned, it can be an incredible time saver, calculating, organizing faster, and more accurately than once thought possible. However, I also believe that it is much more than just a tool. It is an entirely new, undreamed of method of communication, a *language* never heard before and yet speakable by all people. Because it is universally understandable, it allows for unlimited access to formerly unimaginable resources from around the world. In addition to its communicability, it also allows for new methods of artistic expression, permitting unlimited aesthetic creativity to those who learn to manipulate it. The final belief I

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have is this . . . technology will do to this generation what the invention of the printing press did in the middle ages—it will create new commerce, new thought, new expression, some things previously thought unchallengeable, will be not only challenged, but proven false (remember once that the earth was unquestionably flat, and that the sun revolved around it!). The new millennium will be a time of exciting change and those willing to see, will. But many will struggle with changing, unable to give up the old ways of doing and seeing, sadly, some of them will be left behind. They will join the ranks of the pony-express, the Teletype, the steam-engine, the typewriter, the 486 processor—all state-of-the-art technology for its day, but now relegated to museum displays. I believe that within ten years, any teacher not firmly grounded in the multiple uses of technology will be a candidate for the museum, also.

**Evidence of Professional Advancement**

The rubric above is divided into five categories, they are ***1) Teacher Usage with Students, 2) Teacher Planning, 3) Teacher Understanding, 4) Scope and Sequence, and 5) Teacher Participation***. For the balance of this essay, I will demonstrate how I have met each of their various criterions necessary for recognition as evidencing *Invention*. The first column titled ***Teacher Usage with Students*** asks teachers to assess how much time they allow for students to utilize existing technology and to what extent they facilitate that usage. Last semester I would have listed my position in this category as ***Appropriation***—that is the "Teacher routinely integrates technology in classroom and/or lab." I routinely scheduled my classes into the library computer lab and utilized the various options they provided for traditional research, things like the various databases, electronic media, Internet, etc., and word processing. In other words, I used what was available to do what we already were doing. This year (and a little bit last year) I have tremendously expanded our research capabilities. With the advent of e-mail, our students now regularly contact university library specialists with very succinct research questions on a variety of subjects (See http://www.lib.ksu.edu/subguides/subjects.html for a listing of the possibilities at just the Kansas State University library.). I have bookmarks set up for students to directly access over twenty different university libraries in this manner. In addition to providing just print resources, these media specialists have also provided expertise and networking capabilities in a variety of other previously unthought of areas. One such specialist took my students' questions and forwarded them to two university professors at another university, who in turn e-mailed my students with research they were doing on the same subject. Hence, my students had personal contact with experts who provided information so cutting-edge that it was still in process of being published. These professors also gave them advice about flaws in other research that had been published. Another such experience came about this year when some of my students in my Advanced Placement class felt they had not only hit a dead-end on a subject they were researching but that they had exhausted all resources. To help them, I went to a series of web sites until I found one on which the author had publish an interview with the character they were attempting to find information about. While the specific interview did not answer their questions, the author left and e-mail address to which they wrote with their questions. The author responded to them within twenty minutes, and provided not only additional information from himself (all previously published) but also a bibliography of his sources on their subject. It was kind of the same feeling a miner feels after panning fruitlessly all day and then suddenly finding several nuggets. Last year, no one did research this way, therefore, it is now one example of my ***Invention***—[where] Teachers design and implement new environments utilizing technology.

The second column is headed ***Teacher Planning*** and has as its focus the ways in which teachers plan technology into their everyday focus. To meet the criterion for ***Invention*** in this category [n]ew instructional patterns [must] emerge from the use of technology. I could make the argument that this took place, and is taking place, utilizing the already named examples for our class research. But that is only one limited example of one project, and the truth is I have a technology component of one type or another planned into every unit. Nevertheless, as I understand it, just planning for the use of technology does not qualify as ***Invention***. Ironically, the instructional pattern that has developed from my use of technology is also the one that most aptly fits my own teaching style. Instead of direct instruction or some other method, I have found that I work best as a facilitator of a student's learning. I seem to have an ability to create meaningful assignments and then I help students as they pursue the fulfillment of those assignments. The amazing things that has emerged in my planning has been to simply introduce some of the things that the technology is capable of and then allowing for more time for students to manipulate that technology and

create there own realities utilizing it[4]. This shift in my own teaching style and the quality of instruction that has grown from it, I believe, qualifies as ***Invention***.

The third category is headed ***Teacher Experimentation*** and to meet the criterion in the ***Invention*** category the [t]eacher [must] constantly experiment with new technology. For the last five years, I have pushed our building and our district in the acquisition of and implementation of technology of all forms. I have been very successful primarily because of the curricular vehicle that I created and used, known as Senior Project. This unit requires the student to select a topic, research it, and then produce a formal professional presentation to be given before a panel of community professionals. The later part of the requirements, the involving of the community, has garnered tremendous support for the acquisition of cutting-edge technology. Our video production studio, when completed, will have in excess of $300, 000 worth of high-tech equipment which will be used each day to produce our own student created television broadcast. Last year over 70 percent of the students presenting a Senior Project utilized some form of technology (mostly PowerPoint) in their formal presentation. As the primary instructor, I have had to learn many new software applications and have had to become an operator with a variety of hardware applications. My list of software applications includes Microsoft Office 1998, especially Word, Excel & PowerPoint, Claris Works and Claris HomePage, FileMaker Pro 4.01, Adobe Paint Shop & Print Shop, Netscape Navigator, the Internet, the Intranet, Choices 2000, Electric Library, and other research data bases. The various hardware that I can either run well or at least have figured out enough to be dangerous with are IBM PCs, Mac PCs, various printers ranging from ink jets to color lasers, scanners of several configurations, digital cameras and I am currently learning Dazzle, along with some video editing software which came with my new laptop[5]. Based on the description for ***Invention***, I believe I more than meet the criterion.

The fourth category titled ***Scope and Sequence*** requires a teacher qualifying at the level of ***Invention*** to create an environment where technology is used effortlessly as a tool. As I have indicated previously, great care is taken to ensure that every unit has a technological component. With that as a given, I must criticize this particular descriptor in that I believe it to be an oxymoron—technology is growing and changing at such a rapid pace that no one can know and do enough to allow students to use it *effortlessly*. The fact is we all are learning and applying it in many areas that no one even dreamed of just ten short years ago. Software that I felt I could manipulate *effortlessly* a few years ago is now outdated or out of production and what is now available is a hundred times better—but it requires much effort to continue learning at the pace it will take to even stay close to the technology. In my classes, we use many forms of technology in many different venues. I introduce as many peripheral devices as I can get my hands on and I allow students some creative latitude so that they can try to find applications that maybe I would not think of. To say that my students know that technology will be a part of everything we do, I would say we could agree upon *effortlessly*. To say that my students are so comfortable with all (or even one) forms of technology to the point that they feel they could manipulate it *effortlessly*, I believe to be a misnomer. In fact, I find this to be contradictory to good education. This poem reflects very eloquently my feelings about education and please note . . . *effortlessly* in a distinct negative, not a positive.

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[4] I might add here that technology is not solely the use of computers and software. In fact, one of the best projects that I do each year is to ask students to create a *metaphor board* that they then use to tell the rest of the class about themselves. For the purpose of this paper, any type of a peripheral—overheads, flip charts, projectors, etc.—would qualify as technology.

[5] Please note, I do not claim to be an "expert" with any of these but do manage to stay ahead of most of my students. One other interesting teaching strategy that has emerged in all of this is the realization that I do not have to know everything about everything, that I can ask the kids questions and that sometime (often) I can learn from them.

**When Struggles Come**

A man found a cocoon of a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and it could go no farther.

Then the man decided to help the butterfly, so he took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small, shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time.

Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were God's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

Sometimes struggles are exactly what we need in our life. If God allowed us to go through our life without any obstacles, it would cripple us. We would not be as strong as what we could have been.

And we could never fly.

This has been both my personal experience with learning and with teaching; therefore, I choose to build effort into my curriculum rather than try to exclude it.

The final category titled ***Teacher Participation***, I would posit, I have already proven and met. To qualify at the ***Invention*** level the teacher must go beyond existing models for technology usage and assumes risks to take advantage of the technology. Though I have already mentioned a number of examples that demonstrate both usage and risk, I have chosen to save what I perceive to be my best example for last—the Personal Code. In this unit, students were asked to utilize technology by means of writing a pair reflective essays and then a personal student metaphor. They followed this by creating a personal code—a series of statements that they believe govern their lives. They followed this by creating a visual representation of life, as they perceive it and applied their personal code to this visual personal metaphor. All of this was done utilizing technology—word processing, Internet, various data bases for graphics, drawings and pictures, scanners, digital cameras, printers, color, art all were incorporated into this project.

**Examples of student's work follow. These are all eighteen year old students who have given written permission for their names to be included.**

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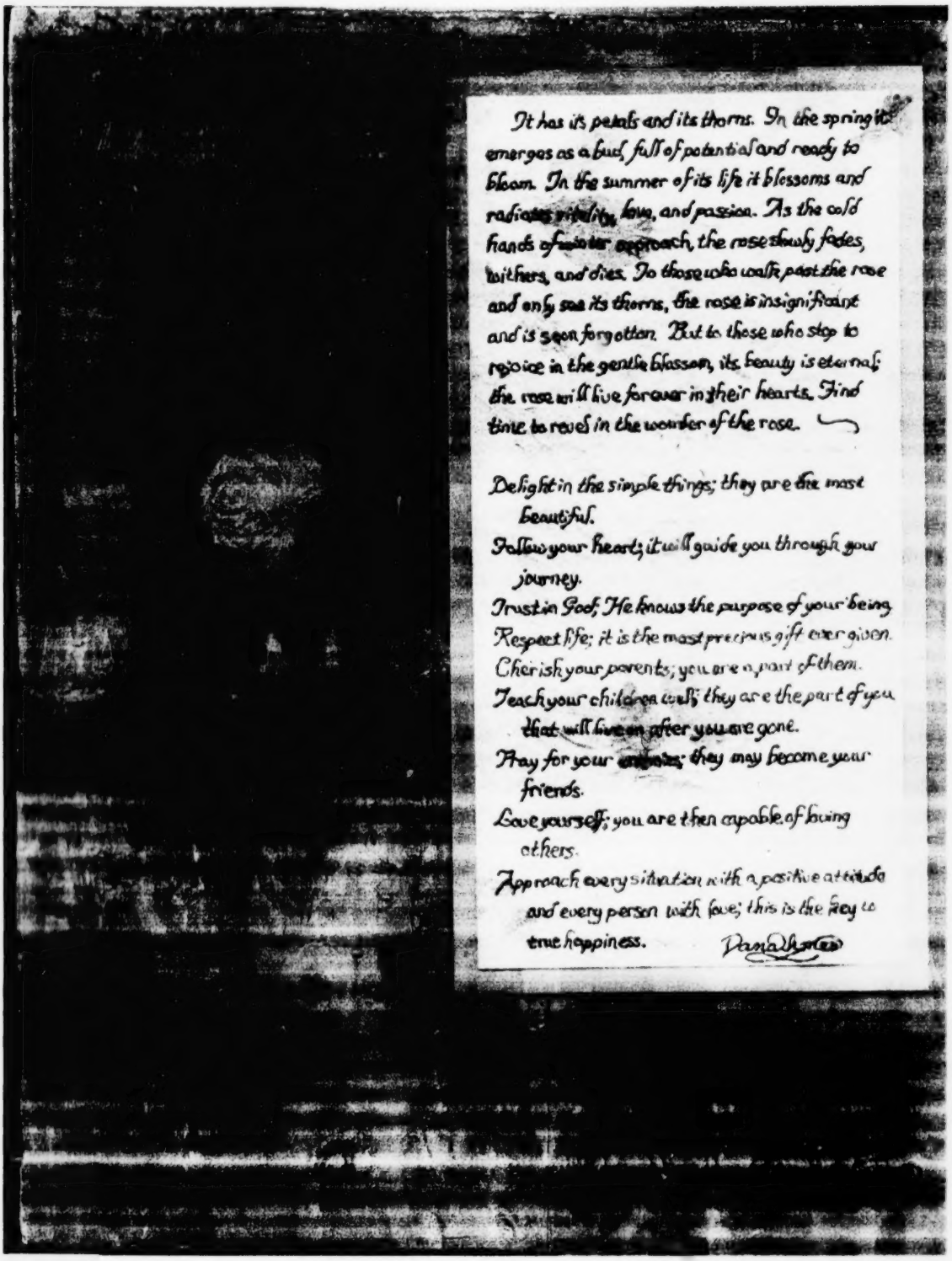

It has its petals and its thorns. In the spring it emerges as a bud, full of potential and ready to bloom. In the summer of its life it blossoms and radiates vitality, love, and passion. As the cold hands of winter approach, the rose slowly fades, withers, and dies. To those who walk past the rose and only see its thorns, the rose is insignificant and is soon forgotten. But to those who stop to rejoice in the gentle blossom, its beauty is eternal; the rose will live forever in their hearts. Find time to revel in the wonder of the rose.

Delight in the simple things; they are the most beautiful.

Follow your heart; it will guide you through your journey.

Trust in God; He knows the purpose of your being.

Respect life; it is the most precious gift ever given.

Cherish your parents; you are a part of them.

Teach your children well; they are the part of you that will live on after you are gone.

Pray for your enemies; they may become your friends.

Love yourself; you are then capable of loving others.

Approach every situation with a positive attitude and every person with love; this is the key to true happiness.

Dana Thomas

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I believe each person is a flower, individual in his or her own color or personality, yet sharing a common form. The flower must depend on the world around it to grow. It must be nourished and held back by stronger forces to get stronger. The flower is in the hands of the earth, and if the sun does not shine or the sky does not rain, the flower will wilt and die, unless someone takes it in and cares for it. In return the flower must provide, it reproduces more flowers and fills the air and world with beauty.

I will be grateful for what I receive, for someone else has worked for it.
I will help others, for I have the faith that they will help in return.
I will be colorful in my personality, for it is the only way people will know the real me.
I will keep an open mind, for I want people to respect my opinions as well.
I will love, for love and kindness keeps us alive.
I will learn from my mistakes, for the past is what molded me.
I will be me, for I am the only one that can stand up for what is best for me.

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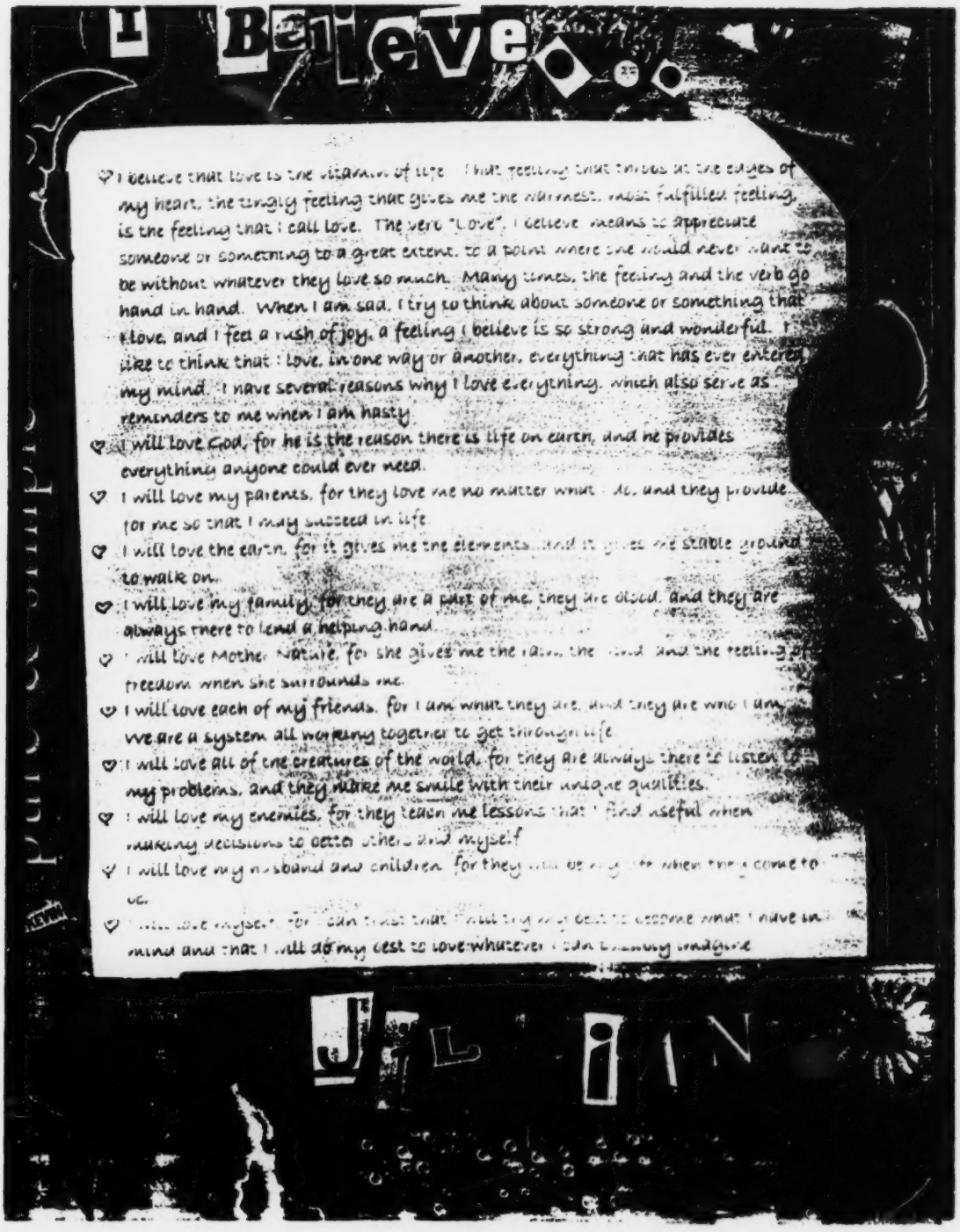
I Believe
I believe that love is the vitamin of life. That feeling that throbs at the edges of my heart, the tingly feeling that gives me the warmest, most fulfilled feeling, is the feeling that I call love. The verb "Love", I believe means to appreciate someone or something to a great extent, to a point where one would never want to be without whatever they love so much. Many times, the feeling and the verb go hand in hand. When I am sad, I try to think about someone or something that I love, and I feel a rush of joy, a feeling I believe is so strong and wonderful. I like to think that I love, in one way or another, everything that has ever entered my mind. I have several reasons why I love everything, which also serve as reminders to me when I am hasty.
I will love God, for he is the reason there is life on earth, and he provides everything anyone could ever need.
I will love my parents, for they love me no matter what I do, and they provide for me so that I may succeed in life.
I will love the earth, for it gives me the elements and it gives me stable ground to walk on.
I will love my family, for they are a part of me, they are blood, and they are always there to lend a helping hand.
I will love Mother Nature, for she gives me the rain, the wind, and the feeling of freedom when she surrounds me.
I will love each of my friends, for I am what they are, and they are who I am, we are a system all working together to get through life.
I will love all of the creatures of the world, for they are always there to listen to my problems, and they make me smile with their unique qualities.
I will love my enemies, for they teach me lessons that I find useful when making decisions to better others and myself.
I will love my husband and children, for they will be my life when they come to me.
I will love myself, for I can trust that I will try my best to become what I have in mind and that I will do my best to love whatever I can [illegible]
JOIN

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Master of Education in Curriculum & Instruction
College of Education
Wichita State University

| Categories: | |
|---|---|
| Large Group | LG |
| Small Group | SG |
| Inservice | INS |
| Classroom Research | CR |
| Homework | HW |
| Fieldwork | FW |
| Computer Searches | CS |
| Thesis Development | TD |

## Log Sheet for Contact Hours

Student: **John Knapp** Site: **Northwest High School**
Student ID: **510-64-8729** Semester & Year: **Fall 1999**

| Activity Description & Project Title | Category | Date | Clk Hrs |
|---|---|---|---|
| Met with T. Huber—clarification of thesis requirements. Preparing for thesis defense ????? Dr. Huber to chair, other possibles Dr. Bakken, Dr. Fillion and Dr. Anderson. Still need an outside member. | Instruction | 8/20/99 | 4 |
| • Met at NW—Huber, Combs, McClean, and Rogers were speakers, each gave a short discussion and recapped various things past and coming. Huber spent time discussing thesis v. portfolio. Syllabus was presented and discussed. | LG/CS/HW | 8/23 | 3 |
| • Met at NW—gave updates about the progress of our research. Discussed our perceptions of the next steps we would need to be taking. Huber gave much guidance. | Instruction/ LG | 8/30 | 3 |
| Began assessing essays from first data sample—Senior AP classes X 20 essays, focus of this essay was on defining "Virture" | HW | 9/2 | 4 |
| Continued assessment of first data sample. Labeled and numbered samples. | HW | 9/3 | 1 |
| Continued assessment of first data sample. | HW | 9/4 | 1.5 |
| • Labor Day—no class | | 9/6 | |
| Read Eisner (1994) pp. v-vii, 1-46. | CR | 9/12 | 2 |
| • Met at NW—large group discussion of Eisner (1994) pp. v-vii, 1-46. Focus of discussion was on curricular concepts. | Instruction/LG | 9/13 | 3 |
| Read Eisner (1994) pp. 212-253. The particular focus was on *Educational Connoisseurship*. Also read all case studies. My focus was on the last one which dealt with an observation of a "traditional" English teacher. | HW | 9/14 | 3.5 |
| Reviewed my focus case study. | HW | 9/15 | 1.5 |
| Worked on curriculum writing for staff in-service regarding Senior Portfolios and Senior Projects (focus of my IRB). | HW | 9/16 | 4 |
| • Met at NW—discussed different educational perspectives in small groups. My group looked at the final case study. Huber clarified in large group. | Instruction/ LG/SG | 9/20 | 3 |
| • Attended *The Anatomy of Prejudice: Blue Eyed* at Wichita State University. | HW | 10/1 | 4 |
| • Met at NW—Huber led large group discussion/reaction to *The Anatomy of Prejudice: Blue Eyed*. Very insightful. | Instruction/LG | 10/4 | 4 |
| Writing and preparation for full staff in-service regarding building implementation of "Senior Portfolios" and "Senior Projects" per IRB. | HW | 10/10 | 6 |
| Writing and preparation for full staff in-service regarding building implementation of "Senior Portfolios" and "Senior Projects" per IRB. | HW | 10/10 | 14 |
| Presented to Buhler High School faculty regarding implementation of "Senior Portfolios" and "Senior Projects" per IRB. | Inservice presentation | 10/11 | 4 |
| • Met at NW—Huber led large group discussion of Eisner (1994), pp. 47-107, regarding recognizing the curricular effects of differing ideologies on the way we view things that happen in and to education. | Instruction/ LG/SG | 10/11 | 3 |
| Senior Project Kickoff with 12 teachers and all of senior class (200), per IRB. | Curriculum implementation | 10/12 | 4 |
| Met with Huber to discuss thesis defense meeting. Suggested Dr. Tonya Huber, chair, Dr. David Wright, Dr. Peggy Anderson, Ian Gibson and one more. First formal defense meeting to be scheduled for late January. | Instruction | 10/13 | 2 |
| • Met at NW—Dr. Rogers led a large group/small group discussion regarding what makes "good" and what makes "bad" presentations. Dr. Bill Hagerman then discussed how to analyze data. Methods discussed included methodology, ABER, transcribing, observing, interviewing, and field notes. | Instruction / LG/SG | 10/21 | 3 |

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| | | | |
|---|---|---|---|
| Read Merriam (1988) regarding specifically "case study" and "purposive sampling". Also Maykut and Morehouse (1994). Began drafting *Methodology Timeline*. | HW | 10/23 | 5.5 |
| Finished drafting *Methodology Timeline*. Began drafting thesis chapters based on WSU Thesis Handbook. Created all cursory documents, began formatting table of contents. | HW | 10/24 | 4.5 |
| • Met at NW—Dr. Huber updated regarding upcoming presentations, ABER, etc. Huber and Combs answered various questions. Dr. Rogers discussed some upcoming deadlines. William Hagerman talked to large group about different aspects of technology integration and demonstrated *EndNotes* program. Got back update for project/outcome 4. | Instruction /LG | 10/25 | 3.5 |
| Began transferring all information to *EndNotes* program. | HW | 10/26 | 3 |
| Continued transferring all information over. | HW | 10/27 | 2 |
| Worked on research. Added nine articles. | HW | 10/28 | 3 |
| Worked on research. Added three more articles. Abstracted all 12. Database at 55 sources. | HW | 10/29 | 4 |
| Read Merriam (1988), Maykut & Morehouse (1994), Hubbard & Power (1993), Denzin & Lincoln (1994), Denzin & Lincoln (1998)—still studying "case study" and ways to establish "purposive samples". Created "triangualion" document from all texts. Began trying to establish more detailed and usable *Research Overview*. Much time spent indwelling, sorting between definitions and trying to understand research contexts. *I am still unsure how to use, draw conclusions from and document information from artifacts (ie. Personal Codes).* | HW | 10/30 | 13 |
| **October total hours** | | **99.50** | |
| | | | |
| • Met at NW—Huber updated groups on upcoming conferences. Huber & Combs talked to group about Constant Comparative Method. Did small group and large group exercises in regard to. I took artifacts to class for Huber to examine. Got several suggestions from her. Still unclear though—I guess I am coming to understand my research as an "emergent research design" (Maykut & Morehouse, 1994) and that I will begin to understand more as it "evolves over the course of the study" (45). | Instruction/ LG/SG | 11/1 | 3.5 |
| Reading Maykut & Morehouse (1994) about "emergent research design". | HW | 11/3 | 2 |
| Working on thesis, section #3 Methodology | H/W | 11/4 | 2 |
| Working on thesis, section #3 Methodology | H/W | 11/6 | 6 |
| • Met at NW—Huber / Combs open-class discussion general questions and other aspects of research. Some Q&A. | Instruction/ | 11/8 | 3.5 |
| Working on thesis, section #3 Methodology | H/W | 11/9 | 3 |
| Working on thesis, beginning to make corrections based on Huber feedback | H/W | 11/13 | 8 |
| • Met at NW—Huber at conf. Combs discussed triangulation. Tons of notes | Instruction/ LG/SG | 11/15 | 3.5 |
| Working on thesis, section #3 Methodology. Read Merriam (1988), Maykut & Morehouse (1994), Hubbard & Power (1993), Denzin & Lincoln (1994), Denzin & Lincoln (1998). Still struggling with evaluation of ABER artifacts. | H/W | 11/16 | 3 |
| • Thanksgiving break—Read Merriam (1988)), Maykut & Morehouse (1994), Hubbard & Power (1993), Denzin & Lincoln (1994), Denzin & Lincoln (1998). | H/W | 11/18 | 10 |
| • Thanksgiving break—Working on thesis, section #3 Methodology. | H/W | 11/20 | 10 |
| Met with Huber at WSU. Took notes, drove home and began working on thesis, beginning to make corrections based on Huber feedback on #2 draft. Have much to expand and revise. Methodology was incomplete and needs much revision. | H/W | 11/27 | 8 |
| **November total hours** | | **62.50** | |
| | | | |
| Attended National Curriculum Conference in Dallas, Texas 12/6 through 12/10; attended seminars; 16 hours with Dr. David Sousa on Brain-based Research and its Relevance to Education; 8 hours with Dr. Marny Sorgen on the Brain and its applications for Staff Developers; 2 hours with Dr. Michael Fullan on Change Forces at the Millenium; 1 hour with Dr. Willard Daggett on Preparing Students for the New Millennium; 3 hours with Alfie Kohn discussing Preformance vs. True Learning: The Costs of Overemphasizing Achievement; 1 hour with Anthony Alverado on Integrating Current Thinking on School Reform and Change Process; 1 hour with Melba Beales on Educators are Our Hope for the New Millennium; 1 hour with Richard DuFour on Professional Learning Communities at Work; 2 hours with Dr. Phillip Schlechty on What Results-Oriented Leaders Do. These were the main speakers . . . I also attended numerous workshops and clinics. An incredibly | | 12/6 to 12/10 | 45+ |

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| | | | |
|---|---|---|---|
| busy week!! (35 hours just in major conference speakers, talk about brain-overload!) | | | |
| • Met at NW—Research update. Chapters 1-3 due. I missed both Monday and Thursday because of Dallas Conference. | LG | 12/6 | 0 |
| Met at NW—Final exam. Met with Thursday night group and took two-part semester final. | LG | 12/16 | 3.0 |
| | | | |
| **December total hours** | | **48.00** | |
| | | | |
| | | | |
| **TOTAL SEMESTER HOURS** | | | **210.00** |

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## CLASSROOM RESEARCH ON BRAIN-BASED TEACHING STRATEGIES

**Sandra Longnecker**

### Artifacts

- Text analysis of Collecting and Interpreting Qualitative Materials
- Program objectives and outcomes research timeline
- Review of program goals
- Methodology focus and research timeline

### Reflection

As I reflect back over the last year and the growth I have derived from the efforts of this work, I am greatly impressed at the evolutionary process which has allowed for each of these projects to be developed. Much the same as evolution in nature, this has been a process of unfolding, developing in slow stages from the easier to the more complex.

This evolutionary process has provided a series of changes as I have refined and developed skills required to complete each of these projects. As each project developed it was naturally refined by eliminating the less than productive components and strengthening the more effective ones. My professional growth over the past year has been an evolutionary process, built from past knowledge, but developed through new information, refined through experimentation, and ultimately acquired through sometimes painful sacrifice.

What has held me together has been the encouragement and collaboration of the other students in the site-based program. We have shared so much over the past year that it is difficult to describe what this relationship has meant to me. The sharing of views, experiences, and relationship with these colleagues has provided me with ideas, insights, and visions into previously unknown capabilities. This relationship has allowed me to develop into a better person, a far better teacher, to think of possibilities which would have gone unnoticed for me without this collaborative relationship. I have truly spent time in the company of greatness, and shall always be "better" for this experience.

I have used the skills acquired in the site-based program to evaluate some of my educational practices with students which were less than effective. I was able to develop and implement changes and revisions in my curriculum design, teaching strategies, and in the selection of activities I use to reinforce educational concepts. I will continue to use these skills to reevaluate the effectiveness of these revisions and make necessary changes as the situation presents itself. This refinement has developed into an ongoing process which has enabled me to provide added interest, attention, and performance for my students. Most importantly, this program has opened me up to the realization that to effectively teach children I must first recognize the importance of what I can learn from them.

## Collecting and Interpreting Qualitative Materials
### Text Analysis

The introduction to Denzin and Lincoln, (1998) Collecting and Interpreting Qualitative Materials, explores the distinguished history of qualitative research and the role it has played in the study of human life. History of the field work in anthropology includes examples of observers in foreign places recording the customs and habits of another culture. These techniques would later be adapted to other disciplines of education, social work, psychology, history, medical science, and communications. Definitions of some of the terms related to qualitative research are explained. It is suggested that the researcher should have a working understanding of the history with each of the methods and techniques used in qualitative research, as well as hands-on experience to fully understand the strengths and limitations of each.

Qualitative research is noted as historically having "five moments" or phases which simultaneously operate together to provide a framework for, and define the research process. These phases are interconnected, and thus work together to make sense and explain what is being studied. The phases are identified as the researcher, theoretical paradigms and perspectives, research strategies, methods of collection and analysis, and the art of interpretation and presentation.

The many practices and methods of collecting and analyzing empirical materials are examined in Part I. It is again suggested that the researcher should develop a familiarity with each method, which includes an understanding of the history of each method and technique as well as hands-on experience with it. These methods, which are discussed in detail, include interviewing, observational techniques, and interpretation of documents and material.

Interviewing is identified as one of the common and powerful methods used for understanding other people. The history of interviews goes as far back as the ancient Egyptians for censuses taking. More recently it has found popularity with diagnosis and counseling, and most recently in psychological testing. Different types of interviews are identified as suited to different situations. The different types of interviews are examined as well as ethical considerations.

Observation is recognized as one of the earliest forms of research methods. It is also identified as being the one which is most often used in conjunction with other forms of research methods. Observation is recognized as the most basic form of research and is identified as involving all of the senses. This research tool requires direct contact with the subject to witness the events as they unfold naturally. Observation requires that the researcher be drawn into the event, but are at the same time free to explore concepts and that may be meaningful. The chapter continues to explain that participant observation is more widely used in the collection of data. This method allows researcher to maintain an active role in the group setting, but without fully committing to the group's value system. The observation process is suggested as involving easy access to the researcher. The researcher is permitted accessibility to participants, interactions, rituals, routines, and social organizations. Problems with the observation method are discussed with concern for issues of validity because of the influence of individual perceptions. Another concern which is explained in this chapter, is that of conducting covert or disguised researcher investigations. Some suggestions are provided as because it depends on the researcher's own knowledge and judgment. The future of observation is suggested to be that of an integrated research method.

The interpretation of documents and materials involves the collection and analysis of written texts and artifacts. The distinction is made, and examples are given for both records and documents. It is stated the assumption has been that the written text provides a "truer" (Denzin & Lincoln, 1998, p. 111) picture of the original meaning than do other types of data collection. It is also suggested that meaning does not reside in the text but in the writing and reading of it (p.111). Analysis of written texts and artifacts allow interpretation of patterns of similarities and differences, and can confirm or deny findings.

1. Topic: with methodologies of qualitative research, the solution (bricoleur) which is the result of the bricoleur's method is an (emergent) construction (Weinstein & Weinstein, 1991, p. 161 in Denzin & Lincoln, 1998, p. 3 ). that changes and takes new forms as tools, methods, and techniques are added to the puzzle.

Comment: While it would be advisable to try to foresee any needed materials for this project it would surely prove predetermined dispositions to assume that I could possibly design or create the tools I will need along the way, beforehand.

2. Topic: because of *epistemology*, qualitative research (like all research) has always been judged on the "standard of whether the work communicates or 'says' something to us" (Vidich & Lyman, in Denzin & Lincoln, 1998, p. 11), based on how we conceptualize our reality and our images of the world.

Comment: Any judgment or assumption we make is a direct reflection of our previously held values, beliefs, and paradigms. These views reflect a history of our own human experience and can influence all incoming and outgoing communications.

3. Topic: a paradigm, this net that contains the researcher's epistemological, ontological, and methodological premises may be termed a *paradigm* (Guba,1990, p. 17 in Denzin & Lincoln, 1998, p. 26), or interpretive framework, a "basic set of beliefs that guides actions" (Guba, 1990, p. 17 in Denzin & Lincoln, 1998, p. 26).

Comment: It is not possible to enter into qualitative research without recognizing the influence of past experiences, beliefs and feelings. In the beginning these predisposition's will even influence the selection of our original question, as well as the methods and techniques we use to find the answers for it along the way.

4. Topic: these paradigms, these beliefs shape how the qualitative researcher sees the world and acts in it. The researcher is "bound within a net of epistemological and ontological premises which--regardless of ultimate truth or falsity--become partially self-validating" (Bateson, 1972, p. 314 in Denzin & Lincoln, 1998, p. 26).

Comment: If we anticipate what the conclusion to our research is, we will surely prove it to be true. The truth may be proved false, and the false may be proved truth by what we allow ourselves to accept as fact before true analysis of the research data can be made. Important discoveries would go unnoticed, and possible solutions would be lost.

5. Topic: interviewing, is one of the most common and most powerful ways we use to try to understand our fellow human beings. Interviewing is a paramount part of sociology, because interviewing is interaction and sociology is the study of interaction (Benney & Hughes, 1956, p.142 in Denzin & Lincoln, 1998, p. 47).

Comment: The relationship which exists between the researcher and the informant should be based on mutual trust. When this trust exists the interaction between researcher and the informant provides the opportunity to understand another person, to answer unanswered questions, and often discloses new questions which present themselves as the interview progresses.

6. Topic: when questioning, if all the problems of question wording could be traced to a single source, their common origin would probably prove to be in taking too much for granted. (Payne, S. 1951, in Denzin & Lincoln, 1998, p. 47)

Comment: During the interview it is important to listen but not evaluate the response of the informant. The researcher should avoid interpretation of the meaning to a question. Assumptions change the meaning of what is reported. This assumption can ultimately change the outcome of relevant information, and thus even change the result of the analysis.

7. Topic: the interviewer, is to establish what has been called "balanced rapport"; he or she must be, on the one hand, casual and friendly but, on the other hand, directive and impersonal. The interviewer must perfect a style of "interested listening" that rewards the respondent's

participation but does not evaluate the responses (Converse & Schuman, 1974, in Denzin & Lincoln, 1998, p. 52).

Comment: During the interview process the researcher must remain non-judgmental towards the informant's opinions or answers. If the truth is to be shared the researcher must remain open to listening for it. If this is allowed to happen, truth and knowledge may result from this partnership.

8. Topic: when interviewing, we must remember that each individual has his or her own social history an individual perspective on the world. Thus we cannot take our task for granted. As Oakley notes (Oakley, A. 1981, p. 41 in Denzin & Lincoln, 1998, p. 73). Interviewing is rather like a marriage: everybody knows what it is, an awful lot of people do it, and yet behind each closed front door there is a world of secrets.

Comment: Respondents must be made to feel important and the information they offer must be of value to the researcher. What the respondent is sharing is personal information about themselves. This information will not be shared in a place where the respondent does not feel respected for the information they are about to provide.

9. Topic: on triangulation, an increasing number of researchers are using multimethod approaches to achieve broader and often better results. This is referred to as triangulation (Denzin, N., 1989b). In triangulating, a researcher may use several methods in different combinations.

Comment: The use of triangulation enables the researcher to use the results of several different methods of data collection and analysis to test and document common outcomes. The process of triangulation allows the researcher to demonstrate a concern for, an increased level of validity to the research design and results. Triangulation may help to identify and test information and findings which may not be recognized by another method.

10. Topic: for observation Morris (1973) offers a broad explanation that defines it as "the act of noting a phenomenon, often with instruments, and recording it for scientific or other purposes" (pg. 906). Although we sometimes think of observation as involving only visual data gathering, this is far from true; all of the senses can also be fully engaged in this endeavor, from smell to hearing, touch, and taste. Observation thus consists of gathering impressions of the surrounding world through all relevant human faculties. (Morris, W., 1973, p. 906 in Denzin & Lincoln, 1998, p. 80).

Comment: "The act of noting a phenomenon" gradually presents itself as the researcher watches for trends, patterns, and behaviors. The researcher collects data to discover correlation's and causes as they unfold without disturbing the natural setting.
These observations should result in a gathering of information from each the researcher's senses, taking in and recording all information from the environment.

11. Topic: observational data gathering continues until researchers achieve theoretical saturation (Glaser & Strauss, I967) - that is, when the generic features of their new findings consistently replicate earlier ones. (Glaser, B., & Strauss, A., 1967 in Denzin & Lincoln, 1998, p. 87).

Comment: The researcher begins with a broad open-ended search. As the researcher discovers reoccurring themes, patterns, and behaviors the research question narrows to a more specific focus. As these observations continue to produce findings they will begin to repeat the same effects as earlier ones. At this point a hypothesis is formed. The investigation continues until no new information presence's itself, the study begins to predict a theory

12. Topic: in collecting and analyzing empirical materials, there are measures observers can take to overcome problems and enhance the validity of their research. First, using multiple observers or teams, especially if they are diverse in age and gender, can enhance the validity of observations, as researchers can cross-check each other's findings and eliminate inaccurate

interpretations (Adler, P. A., & Adler, P.1987; Denzin, N., 1989; Phillips, B., 1985, in Denzin & Lincoln, 1998, p. 88).

Comment: Observational research can gain validity by using a research team to analyze results and findings. Each member of the team independently reviews the same data to make their own conclusions and analysis. By comparing these findings the team can check for inaccurate interpretations, conclusions, and analysis.

13. Topic: observations conducted systematically and repeatedly over varying conditions that yield the same findings are more credible than those gathered according to personal patterns (Denzin, N.,1989, in Denzin & Lincoln, 1998, p. 88). The two variables that particularly warrant varying are time (for what Kidder, L., 1981, in Denzin & Lincoln, 1998, p. 88, calls test-retest comparisons) and place (Lofland, L., 1994, in Denzin & Lincoln, 1998, p. 88), in order to ensure the widest range of observational consistency.

Comment: Researchers can verify findings by conducting repeated observations over larger populations in a different time and location. If the conclusions confirm the original findings, these findings will be more credible and generalizable to another population.

14. Topic: one of the strengths associated with observational research, lies in its *emergence*. Observation draws both it's strength and weakness from it's potential for creativity (Kidder, L., 1981, in Denzin & Lincoln, 1998, p. 89).

Comment: Through observations the researcher recognizes reoccurring patterns which help to identify new insights. As the researcher makes new discoveries, new questions, and new problems present themselves. The research design then emerges as these observations continue. This process allows for discoveries which could not have been foreseen before the research began. These discoveries present themselves as a part of the research progresses.

15. Topic: Videotaping the data offers the advantages of being able to freeze interactions to reexamine them repeatedly, to subject them to rescrutiny by multiple observers, and to capture behavioral nuances precisely (Couch, C., 1984; Kativich, M., Weiland, M.,& Couch, C., 1978 in Denzin & Lincoln, 1998, p. 91).

Comment: the use of videotaping, as a method of research data collection allows the researcher the opportunity to reexamine the interactions and events which took place, repeatedly, and to check for consistency in analysis. This method also allows other researchers the opportunity to view these same interactions and make comparisons of interpretations and conclusions.

16. Topic: for observation, "The theater of performances is not in people's heads, it is in their public acts. People encounter each other's minds only by interacting, and the quality and character of these interactions come to constitute the consequential reality of everyday life" (Brissett, D., & Edgley, C., 1990, in Denzin & Lincoln, 1998, p. 92).

Comment: It is through observation of the interactions with others that one can learn to understand the thoughts of another person. It is through these interactions that people act out who they are. If we observe and record this information we can discover unknown, and unreported characteristics which may offer a more realistic picture of situations and behaviors. These outcomes may even lead us to other questions.

17. Topic: as for field notes, they can be distilled at the end of the observational sessions to identify overlaps, similarities, and correlation's. This resembles Cahill's (1987) role with his team, where he "continually reorganized and reviewed (their) field notes in order to discover common patterns, uncover general themes, and evaluate emerging hypotheses" (Cahill, S., 1987, p. 314, in Denzin & Lincoln, 1998, p. 96).

Comment: Collecting timely, accurate, field notes allows the researcher the opportunity to identify reoccurring themes and patterns which may present themselves as the project continues. These similarities may go unnoticed if not recorded. For this reason it is vital to the

project to record all information in the form of field notes to enable possible correlation's to appear. It is through the analysis of all of the collected data that information begins to appear.

18. Topic: during observation, "One must immerse oneself in everyday reality - feel it, touch it, hear it, and see it - in order to understand it (Kotarba, J., & Fontana, A., 1984, p.6, in Denzin & Lincoln, 1998, p. 97).

Comment: During observation the researcher must use all senses to understand the emotions and feelings of another person. It is only by placing oneself in the same situations as another that one can experience their reality. Without experiencing the others person's reality, how could we accurately identify or analyze their behavior.

19. Topic: features of observational research, make it vulnerable to questions of ethical malpractice. Of all social science data gathering techniques, it is the least obtrusive (Humphreys, L.,1975, in Denzin & Lincoln, 1998, p. 101).

Comment: Observers can move in public and private locations and gather research data, without being identified. This poses an ethical issue of responsibility to the informant. If the informant has no knowledge of their participation in the relationship which exists during data collection, then it is the sole responsibility of the researcher to protect that informant from harmful consequences.

20. Topic: on ethical issues, it is unethical for a sociologist to deliberately misrepresent his identity for the purpose of entering a private domain to which he is not otherwise eligible (Erikson, K., 1967, p.373, in Denzin & Lincoln, 1998, p. 103).

Comment: It would be wrong to deliberately mislead any informant as to the purpose of membership to a specific group, to which he would not normally be invited, in the effort to gather research data. This would be a violation of the basic trust which is an important bond between the informant and the researcher. It is impossible to discover truth through deception.

21. Topic: on interpretation of documents and materials, meaning does not reside in a text but in the writing and reading of it. As the text is reread in different contexts it is given new meanings, often contradictory and always socially embedded (Derrida, J., 1978, in Denzin & Lincoln, 1998, p. 111).

Comment: Other forms of data collection must exist which can be used in conjunction with written materials. By incorporating other methods to better substantiate findings, there would be less chance of misinterpretation or wrongful interpretation, from written data. Written data alone is not substantial evidence for a conclusion--the meaning may not be clear. Meaning from written material is often determined by the interpretation of it's reader. Other documentation is needed to substantiate findings.

22. Topic: on interpretation of written documents, different types of text have to be understood in the contexts of their conditions of production and reading. An analyst will be concerned with whether a text was written as result of firsthand experience or from secondary sources, whether it was solicited or unsolicited, edited or unedited, anonymous or signed, and so on (Webb, E., Campbell, D., Schwartz, R., & Sechrest, L., 1966, in Denzin & Lincoln, 1998, p. 111).

Comment: Analysis of written materials should show concern for the conditions with which a specific source was developed. These materials may be influenced by more that one interpretation. It is important to understand how accurate these interpretations truly are, if any findings are to be suggested or documented in the analysis.

23. Topic: on artifact analysis, "what people say" is often very different from "what people do." This point has perhaps been most successfully established over recent years by research stemming from the work of Bill Rathje (Rathje, W., & Murphy, C., 1992; Rathje, W., & Thompson,B., 1981, in Denzin & Lincoln, 1998, p. 113).

Comment: Collection of data cannot be limited to written interview data. People can report inaccurate information. What they report in written interviews is not always accurate. Interpretation of this method is weak when not conformed by other findings. These findings must be substantiated with other methods of research collection.

24. Topic: the story of photography's role in this early history is well told in a recent volume edited by Elizabeth Edwards (1991), who suggests that photography was first thought of "as a simple...truth-revealing mechanism" (Edwards, E., 1992, p.4, in Denzin & Lincoln, 1998, p. 131).

Comment: Photography is a useful method of data collection. Visual information is recorded to be used as needed to substantiate research findings. These visual recordings are permanent records of the occurrence and can also be viewed by other researcher to confirm or negate interpretations, or findings.

## Classroom Research on Brain-based Teaching Strategies
## Research Timeline
## Sandra Longnecker

| Projected Date | Objectives and Outcomes |
|---|---|
| **Jan. - May, 1999** | **Site-based M.Ed. Program -- Northwest -- Spring, 1999** |
| **Jan. - April, 1999** | Preliminary review of literature on Brain-based learning |
| **Feb., 1999** | Developed IRB report |
| **March, 1999** | Submitted IRB |
| **April 5, 1999** | Received approval for IRB/WSU |
| **April, 1999** | Conducted preliminary classroom research on Brain-based teaching strategies |
| **May 1, 1999** | Poster presentation on Brain-based learning at Showcase Conference |
| **June - July, 1999** | **Ethnography of Education Class -- WSU -- Summer, 1999** |
| **June 3, 1999** | Develop preliminary research overview, timeline, and log |
| **June - July, 1999** | Continue with update for review of literature of Brain-based learning |
| **July 6, 1999** | Text analysis on Denzin and Lincoln (1993) |
| **July 7, 1999** | Research presentation of outline (chapters 1-3) , complete Ethnography of Schooling, CI 717 |
| **July 12-22, 1999** | Brain-Based Learning Class at WSU |
| **July 13, 1999** | Review of research overview, timeline, and projected schedule |
| **Aug./Dec., 1999** | **Site-based M.Ed. Program -- Northwest -- Fall, 1999** |
| **Oct., 1999** | Revise research focus to include new teaching strategies |
| **Oct. - Dec., 1999** | Continue with update for revised review of literature on Brain-based teaching strategies |
| **Oct. 12-13, 1999** | Music and Art Integration Symposium - Impact on Brain Developmt. In Early Childhood Education - Oklahoma City |
| **Oct. 15, 1999** | Brain-based Learning Inservice - Eric Jensen - Wellington USD 353 |
| **Nov. 10-13, 1999** | NAEYC 1999 Annual Conference - New Orleans, Louisiana |
| **Nov. - Dec. 1999** | Complete updated revision for review of literature on Brain-based teaching strategies |
| **Dec. - Feb. 2000** | Annotated Review of Literature |
| **December, 1999** | Preliminary draft chapters 1 -3 of thesis |
| **December, 1999** | Revision of chapters 1-3 of thesis |
| **January, 2000** | Copies of chapters 1-3 of thesis to committee members |
| **Jan. - May, 2000** | **Site-based M.Ed. Program -- Northwest -- Spring, 2000** |
| **Jan. - April, 2000** | Continue with exhaustive update for revised review of literature on Brain-based teaching strategies |
| **February 8, 2000** | Proposal Committee Meeting |
| **February 14-18, 2000** | Data collection for classroom research on Brain-based teaching strategies |
| **February 14-18, 2000** | Video and audio tapes of lessons and center activities |
| **February 14-18, 2000** | Interviews of participants and participant's parents |
| **Feb. - March, 2000** | Constant Comparative Analysis of Data |
| **Feb. - March, 2000** | Viewing of lesson and center video tapes and coding of findings |

| | |
|---|---|
| **Feb. - March, 2000** | Transcriptions of audio tapes - participant and parent interviews |
| **Feb. - March, 2000** | Transcriptions of audio tapes - lesson and center activities |
| **Feb. - March, 2000** | Unitization of collected data |
| **Feb. - March, 2000** | Categorizing Data |
| **Feb. - March, 2000** | Writing Rules of Inclusion |
| **Feb. - March, 2000** | Examination of data and analysis by co-investigator's |
| **March, 2000** | Integrating data and writing about the research |
| **March, 2000** | Complete exhaustive revisions for review of literature on Brain-based teaching strategies |
| **March 15, 2000** | Draft To Chair of Thesis Committee |
| **April 1, 2000** | Defense Of Thesis |
| **April, 2000** | Rewrite Of Thesis |
| **May 1, 2000** | Thesis To Binder |
| **May 12, 2000** | Graduate Ceremonies |

## Classroom Research on Brain-based Teaching Strategies
## Objectives and Outcomes Timeline
## Sandra Longnecker

**Review of Literature:**
Jan.- April, 1999 **Preliminary**
June - July, 1999 **Updated**
Oct. - Dec., 1999 **Revised Update**
Jan. - May, 2000 **Exhaustive**
**Annotated Review of Literature** Nov., 1999 - April, 2000

**Data Collection Dates** - February 14-18, 2000
**Field Notes and Observations** - February 14-18, 2000
**Video and Audio Tapes of Activities** - February 14-18, 2000
**Interviews of Participants and Parents** - February 14-18, 2000
**Transcription of Collected Data** - Feb. - March, 2000
**Member Check** - Feb. - March, 2000
**Final Transcript** - March, 2000

**Constant Comparative Analysis of Data** - Feb. - March, 2000
**Unitizing** - Feb. - March, 2000
**Categorizing Data** - Feb. - March, 2000
**Writing Rules of Inclusion** - Feb. - March, 2000
**Integrating Data & Writing About The Research** - March, 2000

**Proposal Committee Meeting** - Feb. 8, 2000
**Draft To Chair** - March 15, 2000
**Defense Of Thesis** - April 1, 2000
**Rewrite Of Thesis** - April, 2000
**Thesis To Binder** - May 1, 2000

**MEd in Curriculum and Instruction**
**Spring 2000 Review of Program Goals**
**Sandra Longnecker**

| Program Outcomes | aw | pr | cl | mn | date | Program Goals |
|---|---|---|---|---|---|---|
| 1 Knowledge, trends, issues in CI | | x | | | 5/99 | Program Goal #1 |
| 2a know CI foundations | | x | | | 5/99 | |
| 2b know CI research | | | x | | 5/99 | |
| 2c know cur theory, prac | | x | | | 5/99 | |
| 2d know inst theory, prac, prob, solu. | | x | | | 5/99 | |
| 3a know & docexp current t&p | | x | | | 5/99 | Program Goal #2 |
| 3b form & rev instruc proc | | | x | | 10/99 | |
| 3c collab & team + colleagues, parent | | | x | | 10/99 | |
| 3d use collab as instruc approach | | | x | | 12/99 | |
| 3e prob-sol & make dec, varied | | | x | | 12/99 | |
| 4a current t&p respond to diversity | | | x | | 10/99 | |
| 4b current t&p approp content | | | x | | 12/99 | |
| 4c know, respond, manage insr | | | x | | 1/00 | |
| 5a know & exp curr t&p in curr | | | x | | 10/99 | Program Goal #3 |
| 5b form, revise curric dev't | | | x | | 12/99 | |
| 5c changing school org patterns | | | x | | 12/99 | |
| 5d social changes infl schls & teach | | | x | | 10/99 | |
| 5e implement parent & comm involvemnt | | | x | | 12/99 | |
| 6a know & doc exp + foundations | | x | | | 5/99 | Program Goal #4 |
| 6b know & doc exp + research | | | x | | 10/99 | |
| 6c know & doc exp +dev & research | | | x | | 1/00 | |
| 6d collect, anal, interp, report data | | | x | | 1/00 | |
| 7a doc exp + form & revise CI | | | x | | 10/99 | Program Goal #5 |
| 7b devlp, interp approp assess | | | x | | 10/99 | |
| 7c collect, anal, interp, report, data | | | x | | 1/00 | |
| 7d prob-solv & make decis + varied | | | x | | 10/99 | |
| 8 skill for contin prof growth | | | x | | 12/99 | Program Goal #6 |
| 9 partic & lead in improv CI + stf devel | | | x | | 12/99 | |
| 10 commit to cont prof growth & devel | | | x | | 1/00 | |

**MEd in Curriculum and Instruction**
**Fall 1999 Review of Program Goals**
**Sandra Longnecker**

## Program Goal #1

Through continued investigation of current readings and instruction in classroom action research and the theories of Brain-based learning/teaching strategies I will attempt to identify, analyze, explore, and find solutions to problems which may be impeding student learning in our classrooms and schools. I will use this information to educate other professionals in the hope of influencing education as a whole.

## Program Goal #2

By basing educational theory and practice on developmental brain research I will revise instructional procedures which include collaboration with colleagues, parents, and students. I will involve students in educational experiences which allow the use of problem-solving and decision making. I will continue to acquire knowledge about the diversity which exists in student learning styles and how solutions can be incorporated into the development and design of each lesson, in my early childhood classroom.

## Program Goal #3

I will develop, implement, evaluate, and make revisions to curriculum based on the educational theory and practice of developmental brain research. I will also develop and incorporate components to this plan which require parental and community involvement.

## Program Goal #4

In an effort to create a more efficient learning environment, and to more actively involve students in their own learning, I hope to design learning experiences which increase student interest and retention. I will demonstrate knowledge and document experience by collecting, analyzing, interpreting and reporting data which results from my classroom research project.

## Program Goal #5

I will develop a research design and conduct classroom action research, using Brain-based teaching/learning strategies which are suggested to increase student motivation/attention/retention and to investigate educational implications as they present themselves throughout the study.

## Program Goal #6

I will develop the needed knowledge and skills through self-directed learning, to demonstrate professional growth by participating in professional projects and presentations which will improve curriculum and instruction, as well as staff development.

## Classroom Research on Brain-based Teaching Strategies
### Methodology Focus and Research Timeline
### Sandra Longnecker

| Focus Question | First Data Source | Second Data Source | Analysis Strategy | Applied Methodology | Projected Date | Participant Involvement | Duration |
|---|---|---|---|---|---|---|---|
| 1. What effect does increased frequency of gross motor play have on student attention and/or retention of information? | Audio and visual tapes of participants during classroom activities Researcher journal and field notes. | Products of participants classroom work (projects, portfolios, and journals). | Constant comparative analysis Maykut & Morehouse (1994, p. 134). Triangulation (Webb, 1965). | Videotape, and researcher journal - Denzin & Lincoln (1993). Audio tape and researcher field notes - Hubbard & Power (1993). | Collection of Data - Feb. 14-18, 2000 Analysis ongoing. | 18 Preschool student participants. | Video and audio taping lessons 15 min. for 5 days. Video and audio taping centers 1 hr. for 5 days. |
| 2. What effect does increased frequency of gross motor play have on student performance, participation, and behavior? | Audio and visual tapes of participants during classroom activities. Behavior, and participation rubrics. Researcher journal and field notes. | Products of participants classroom work (projects, portfolios, and journals. | Constant comparative analysis Maykut & Morehouse (1994 p.134). Triangulation (Webb, 1965). | Videotape, and researcher journal - Denzin & Lincoln (1993). Audio tape and researcher field notes - Hubbard & (Power 1996). | Collection of Data - Feb. 14-18, 2000. Analysis ongoing. | 18 Preschool student participants. | Video and audio taping lessons 15 min. for 5 days. Video and audio taping centers 1 hr. for 5 days. |
| 3. What effect does increased gross motor play have on student attitudes toward school and/or their dispositions toward learning? | Unstructured interviews of participants. Unstructured interviews of participants parents by researcher. | Unstructured interview of participants parents by researcher. | Constant comparative analysis Maykut & Morehouse (1994). Triangulation (Webb, 1965) | Denzin & Lincoln (1993). | Participant interviews Feb. 14-18, 2000 Parents interviews Feb. 18, 2000. | 18 Preschool student participants. 18 Preschool student participants parents. | Participants 5 min. for 5 days. Parents 10 min. at conclusion. |

## References

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

## AN ETHNOGRAPHER'S STUDY OF MINORITY STUDENTS' EXPERIENCES AT A PREDOMINATELY WHITE HIGH SCHOOL

ASHOK SURENDER

### Artifacts

- . Fall 1999 Program Goals and Learning Outcomes, Curriculum and Instruction- Matrix
- Technology Proficiency – Power-point Presentation- An Ethnographer's Study of Minority Students' Experiences at a Predominately White High School
- Evaluation - An Ethnographer's Study of Minority Students' Experiences at a Predominately White High School, "Conference Talk".

### Reflection

As a student in this program, I was initially given a syllabus and an outline of expectations called program goals and learning outcomes matrix. The matrix gave me a "road map" to follow with directions that had precise outcomes in the program. My professor, and additional facilitators, guided me to find and acquire my own strong foundation of educational pedagogy, through reflection, and examine multiple perspectives of other curriculum ideologies, and recognizing where I fit in, as an educator. With a better self-understanding of myself, I am able to focus on what changes I would like to see within myself to best serve the needs of my students. With a self-check growth chart (matrix), I am able to determine where I was, and where I still need to navigate.

Along this two-year adventure, multiple skills were learned to assist in the development of personal educational growth. I have and am still becoming very proficient in areas of technology, learning to be more accountable, facilitating meetings, writing grants, writing proposals for presentations, collecting data, learning to do research in qualitative means, getting articles or pieces of work published, and writing a thesis.

Prior to entering this Site-based Master of Education program, I never imagined a special education teacher and coach, from the middle of Kansas, would learn to do research that would have an impact directly with the people I worked with and the students I taught. I never imagined I would be using the skills learned through this program to present research at national/international, state/regional, and local conferences. Along the way, I have had the honor of meeting educational authors. Because of this site-based Master in Education program in Curriculum and Instruction, many teachers have grown to improve our children's educational needs and many new ventures have developed.

Along this voyage, a unique camaraderie has taken place among the people involved. With all the time shared between professors and students, students and students, the census bureau has almost considered this unity as a part of an extended family. Through collaboration we have shared time, research, meals, babysitters, knowledge and through this, we have gained new friendships.

My students and colleagues expect of me, as an educator, to make a difference in their lives. I have found the greatest satisfaction, while in this program, has been realizing that my efforts to find an answer, through research, will help the children and the school I work for a better place. What I learned was in order to find an answer to a question, it has to be researched. With the data collected and analysis, it then has to be determined why is that data true. This process has helped me to write a thesis and do research with confidence. It has been very challenging, and time consuming but the result of the whole process is worth every effort. I now can say with confidence that I am making a difference.

**Fall 1999 Program Goals and Outcomes**
**Curriculum and Instruction - Matrix**

## Brief Description of Entry

In the beginning of this two-year Master of Education program, we were issued a set of 6 Program Goals and 29 Outcomes to hopefully meet upon completion of the program. For each Program Goal there were outcomes that would be addressed. After each semester, we were to determine how we were progressing in meeting the outcomes on a basis of 4 criteria – Awareness, Practice, Classroom Learning and Mentoring.

*Awareness shows that you are able to define the outcome.*

*Practice shows that you are able to use the outcome effectively in your teaching and even your personal life.*

*Classroom Learning shows that you are able to use your skills learned from the outcome and goal within the classroom with students and other teachers.*

*Mentoring shows that one has mastered the outcome and goal and is able to teach the skill to others.*

I have included a sample of a Matrix I have put together to show where I am standing after my third semester in the program.

## Fall 1999 Program Goals and Outcomes
### Curriculum and Instruction

| | Aw | Pr | CL | Men |
|---|---|---|---|---|
| 1. Knowledge, trends, issues, in CI | | | X | |
| 2a know CI foundations | | | X | |
| 2b know CI research | | | X | |
| 2c know cur. theory, practice | | | X | |
| 2d know instr. Theory, prac, prob, solu. | | | X | |
| 3a know & doc exp current t&p | | | X | |
| 3b form & rev. Instruc proc | | | X | |
| 3c collab & team + colleagues, parents | | | | X |
| 3d use collab as instruc approach | | | | X |
| 3e prob-solv & make dec.,varied | | | X | |
| 4a current t&p respond to diversity | | | X | |
| 4b current t&p approp.content | | | X | |
| 4c know, respond, manage INSTR. | | | X | |
| 5a know & exp curr t&p in curric. | | | X | |
| 5b form, revise curric dev't | | | X | |
| 5c changing school org. patters | | | X | |
| 5d social changes infl. Schls & tchng | | | X | |
| 5e implement parent & comm involve | | | X | |
| 6a know & doc exp + foundations | | | X | |
| 6b know & doc exp = research | | | X | |
| 6c know&doc exp + dev & interp | | | X | |
| 6d collect, anal, interp, report data | | | X | |
| 7a doc exp + form&revise CI | | | X | |
| 7b devlp, interp approp assess | | | X | |
| 7c collect, anal, interp, report data | | | X | |
| 7d probsolv&make decis = varied | | | X | |
| 8 skill for contin. Prof. Growth | | | X | |
| 9 partic&lead in improv CI – stf devt | | | X | |
| 10 commit to cont prof growth & development | | | X | |

**Name: Ashok Surender**

**Program Goal 1**: I hope to be able to clearly define various curricular models and instructional strategies and identify and analyze curriculum instruction theory, practice, problems, and solutions for improvements. My goal is to develop a program or supplemental that will help teachers, which will enhance their skills when dealing with students with all backgrounds.

**Program Goal 2**: I hope to improve my skills in monitoring, evaluating and improving instructional procedures and outcomes that will help improve student and teacher development. In working with many new teachers within my own department, I am being a mentor to many teachers and paraprofessionals. Working with my colleagues in research and also my thesis committee will enhance my knowledge in this area.

**Program Goal 3**: I hope to take responsibility in developing a change in programs of study and overall climate within my school. Making changes within my department has already broadened by experience in dealing with changes and curriculum development.

**Program Goal 4**: I hope to apply appropriate research and through evaluation interpret what educational problems are in my school. Through my research, I will be utilizing these skills in making and developing changes within my school.

**Program Goal 5**: I hope to be able to plan and conduct research to bring about educational questions related to the improvement of C & I. My research has already "raised eyebrows" because of the awareness that it already is taking place, even though I haven't shared any data with anyone.

**Program Goal 6**: To demonstrate professional growth and professionalism. I hope to develop additional skills that will place me in a position that I may be able to share with colleagues the importance of what I have attained in this course and through research.

Awareness/ Aw
Practice/ Pr
Classroom Learning/ CL
Mentoring/ Men

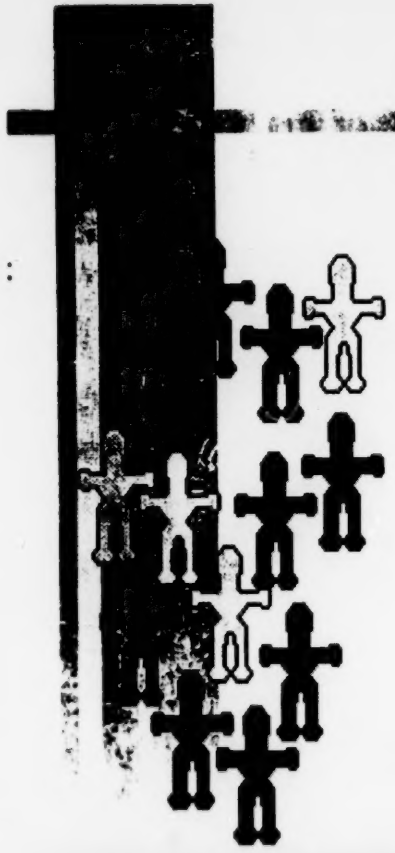
## Technology Proficiency – Power-point Presentation
## An Ethnographer's Study of Minority Students' Experiences at a Predominately White High School

### Brief Description of Entry

I have had the opportunity to share my findings of my thesis and my personal research in international, national, state, and local presentations. I have used technology within my presentation. The presentation has been developed on a computer as a power-point using many pictures, graphs, student art and other information.

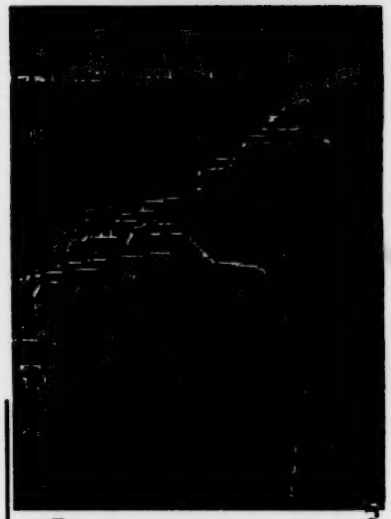
I have included three of over 30 slides within the presentation. One of the slides is an art representation by a student who is showing a representation of what is seen within the student's own high school experience. The art slide is defined by showing the unequal opportunity for students of color opposed to students whom are white. This slide was made by a student who is a male, in special education, and white.

# Equal Opportunity ?



Athletics, Choir, Band, Drama, Debate, Clubs, Dances,
Pon Pom, Cheerleading, Collegebound, Computers, JROTC,
HERO, Campus Life, Scholars' Bowl, PTSA, DECA, SADD
Team, National Art Society, Key Club, Zoology, FCA.
Choir, Band, Drama, Debate, Clubs, Dances,
Pon , Cheerleading, Collegebound, Computers, JROTC,
HERO, Campus Life, Scholars' Bowl, PTSA, DECA, SADD
, National Art Society, Key Club, Zoology, FCA.
Athletics, Ch , ama, Deba Clu Dances,
Pon Pom, C erleading, ollegebou Comp ters, JROTC,
, Cam s S holars' Bowl, SA, DECA, SADD
Drill Team, l ional A ociety, Key Clu ology, FCA
Athletics. Deba , Clubs Dances,
Pom, C erleading olleg oun Com uters ROTC,
HERO, Life, Scholars' , PTSA, DECA, SADD
Drill Team, National Society, Club, Zoology, FCA.
, Band, Debate, Clubs, Dances,
Pon Pom, Cheerleading, Computers, JROTC,
HERO, Scholars' Bowl, , DECA, SADD
Team. Art Society, Key , Zoology, FCA.
Athletics, Choir, Drama, , Clubs, Dances,
Pon Pom Collegebound, Computers,

H.S.







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# How Can We Shift A Paradigm?

- by recognizing what motivates all students
- by changing classroom management procedures
- by seeking student trust and acceptance
- by involving Parents and Community——
  ***"It takes a village to raise a child . . ."***
- by establishing good rapport between all parties (balance equals harmony)
- by guaranteeing equal opportunity for **ALL!**

# "Multicultural Education—It ain't just a black and white thing anymore!"

## American High Schools

## Evaluation – An Ethnographer's Study of Minority Student's Experiences at a Predominately White High School, "Conference Talk".

### Brief Description of Entry

During this Master of Education program I had the opportunity to share thoughts and findings and research from my thesis at international, national, regional, state, and local conferences. Upon completion of my presentation, I issued an evaluation sheet to each participant within my session. I asked for feedback in regards to my presentation, the topic itself, and support for what is being used effectively within their schools that I could utilize within my institution. I found this to be a new methodology of gathering data for my thesis. Thus called "conference talk".

**EVALUATION**
**An Ethnographers Study of Minority Students' Experiences in a Predominately White High School**

**Ashok Surender**

**October 28-30, 1999**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Presentation | (Low) | 1 | 2 | 3 | 4 | 5 |
| 2. | Quality | (Low) | 1 | 2 | 3 | 4 | 5 |
| 3. | Delivery | (Low) | 1 | 2 | 3 | 4 | 5 |
| 4. | Relevance | (Low) | 1 | 2 | 3 | 4 | 5 |
| 5. | Visual Aid | (Low) | 1 | 2 | 3 | 4 | 5 |
| 6. | Content | (Low) | 1 | 2 | 3 | 4 | 5 |
| 7. | Overall Presentation | (Low) | 1 | 2 | 3 | 4 | 5 |

8. What did you like about the presentation the most?

9. What did you like about the presentation the least?

10. What strategies are you implementing at your school to enhance cultural awareness? (Please Share)

11. Are you using a diversity program with your students? Would you share that information with us?

12. Would you like us to contact you with further information in regards to our study?
Yes No

Name:

Address:

Phone:
E-mail:

13. Would you be interested in having us present for you or your organization?

# BRAIN-BASED TEACHING STRATEGIES: APPLYING DEMONSTRATION TECHINQUES IN THE EARLY CHILDHOOD CLASSROOM

**Jeanette Vequist**

## Artifacts

- Review of Literature Audit Trail Table
- Reflective Cover Letter Highlighting Program Goals
- Semester 3 Course Outcomes 1999

## Reflection:

I never would have ever imagined that two years ago, a not so mild mannered kindergarten teacher, would be attending the AACTE conference and enlightening its participants about a revolutionary graduate program. The Wichita State University Site-Based Master's program transforms good teachers into Master teachers who reach beyond the limits of the classroom to impact their profession using research based methods that support their passion for change.

The powerful elements of the program that have shaped this teacher researcher include personal and professional reflection documented in the goals and course outcomes of the program . Collaborating to create a literature review of Emotional Intelligence and reviewing brain based literature inspired a teacher action research project documenting kindergartners emerging letter awareness using a brain based teaching strategy. This final paper will be presented in the spring of 2000.

The artifacts presented in this paper reflect documented growth in the program that ripples throughout many professional leadership roles. Performing at the mentoring level in this program has occurred upon the empowering and guiding shoulders of Dr. Tonya Huber, Cindy Combs, Dr. Wanda Rogers, and Dr. Charles Mclean, who pushed this teacher to the edge and gave her wings to fly.

**Review of Literature Audit Trail Table**

| Key words in order of search | Years searched | Database searched | Total Hits | Relevant Hits |
|---|---|---|---|---|
| Brain research | Current | Infoseek | 47 | 0 |
| Brain-based teaching | 1989-present | Infoseek | 47 | 5 |
| Eric Jensen | Current | Infoseek | 693 | 3 |
| Brain, teaching, early childhood | 1989-present | Eric | 23 | 12 |
| Brain-based learning | Current | Yahoo | 2 | 2 |
| Brain research history | 1989-present | Eric | 12 | 4 |
| Brain research or neural plasticity | 1989-present | Eric | 1690 | 0 |
| Brain-based learning opposing arguments behaviorist theory | Current | Infoseek | 332 | 0 |
| Rethinking the brain: new insights into early development | Current | Alta-Vista | 41 | 1 |
| Criticism, brain research, early childhood | Current | Infoseek | 30 | 2 |
| Criticism, brain-based learning | Current | Infoseek | 300 | 0 |
| Brain vs. behavioral teaching | Current | MSN | 942 | 0 |
| Brain-based teaching strategies vs. behavioral methods in the early childhood classroom | Current | USA | 144 | 0 |
| Brain-based teaching strategies vs. behavioral methods in the early childhood classroom In Europe | Current | USA | 4 | 1 |
| Brain & Learning | Current | MSN | 56 | 12 |
| Dana Alliance | Current | MSN | | |
| Brain & Learning | All Years | LUIS | 93 | 10 |
| Teaching & Modeling | All Years | LUIS | 0 | |
| Modeling & Learning | All Years | LUIS | 14 | 0 |
| Teaching & Demonstrating | All Years | LUIS | 14 | 0 |

**Reflective Cover Letter Highlighting Program Goals**

I am standing on the edge with my head held high as I spread wings of confidence in my professional journey. This level of accomplishment was gained upon the shoulders of Dr. Tonya Huber, Cindy Combs, and Dr. Wanda Rogers. Their expertise, wisdom, and belief in my abilities empowered me to stretch my limits, beyond my wildest dreams. My confidence lies in creating new challenges, and making sure they are new ones, not the same old tricks in new disguises (Williams 1978, p.47). This cover letter breathes life into the program goals of this course and celebrates the successes that I gave gained this semester in the classroom and beyond.

Program Goals 1&2
*Theory in Practice*

The curricular orientations outlined in the readings of Elliot Eisner (1994) have expanded my knowledge base of curricular ideologies. The Progressive, Critical Theorist, and Reconceptualist orientations have given me a framework to improve strategies in my classroom and collaborative projects in my school. I am more perceptive in identifying particular curricular orientations that are being expressed in my study of literature.

The knowledge base gained through my ongoing literature studies with brain related issues have influenced collaboration projects that I have been involved with at my school. The collaboration team is currently in the process of researching discipline strategies using professional literature to create student builders and strategies for building capable students. It sounds like a great collaborative project, but my knowledge of a Critical Theorist also helps me understand the hidden agendas encountered in collaboration projects.

My classroom action research project is driven by a need to improve instruction by incorporating brain based teaching strategies in the early childhood classroom. My study includes using modeling and demonstration techniques to provide meaning for my students. I have found strength and meaning for my study in the Progressive and Reconceptualist models that have also opened the door for Constructivist strategies. Many of the orientations are sprinkled throughout my studies in brain based research.

Opportunities for improvement in practice and positive solutions have come from the creative energies of my research team and the collaborative efforts in my school. The improvements include creating positive discipline strategies based on professional literature and teacher collaboration to create a positive learning climate.

This Fall I collaborated to design a conference presentation for teachers to learn about brain based teaching strategies and basic brain facts. The proposal includes; Internet resources including e-mail addresses, website addresses, and discussions groups all relating to brain based issues. I plan to use this information in a proposed presentation in the Spring of 2000.

Program Goal 3
*Curriculum and Instruction*

I am currently collaborating with other colleagues to develop positive discipline strategies using research based practices that support student involvement, developing independence, and respect for self and others. The team designed research-based components to help build positive bonds between students and teachers, in order to create a safe and caring environment for learning. The team will be incorporating key components, narrowed by staff members, to form a school wide philosophy statement and discipline plan.

Implementing a developmental plan, using the collaborative efforts of colleagues, guided the implementation of the Accelerated Reader Program for Kindergarten and First grade learners. The plan includes using the books and book tests in the program to benefit and enhance learning without the need for extrinsic rewards.

Program Goals
4 & 5
*Implementing Action Research*

Through the foundational support of the progressive model, I have engaged my young learners in brain based teaching strategies. My study focuses on demonstration and modeling

activities to develop an understanding of the alphabet. The multisensory activities include creating letters using a variety of media, physical activities, and literature. The focus for the study of using demonstration techniques emerged from professional readings in the area of brain based teaching strategies.

I have collected data in my classroom that includes videotaped observations, field notes, teacher journal, and student projects to reflect the level of student understanding of letter awareness. The main data source for this inquiry will be observations. The data analysis method be based on the constant comparative method to define rules of inclusions, and triangulating data to find emerging themes.

Program Goal 6

*Professional Leadership*

In November of 1999, I had the wonderful experience of presenting our school improvement plan to the teachers in kindergarten, first, and second grade. This was a warm up to the presentation that I later made to the visiting onsite Accreditation Team, members of the Board of Education, and parents using a PowerPoint presentation. The opportunity to articulate what was happening in the school was an excellent opportunity to become very intimate with our plan and state objectives. This knowledge base has guided me in the creation a kindergarten assessment checklist that matches the state objectives with kindergarten skills.

My recent membership in ASCD has offered a wealth of information and resources in gaining knowledge about my study. I am able to gain knowledge about current issues in education and use the information to update my current studies in brain based teaching strategies and their relationships to curricular ideologies.

Future Goals

I will continue to grow into next semester by presenting at the AACTE conference in February and proposed KSDE conference in May. I am moving closer to analyzing my data and writing my findings for my defense meeting and final draft of my thesis in the spring of 2000.

The collaborative school discipline team will emerge into a written philosophy statement and a beginning for developing a school wide discipline plan. Developmentally appropriate books will strengthen the Accelerated Reader Program and the plan will incorporate ideas from classroom experiences.

**Semester 3 Course Outcomes 1999**

*CI 837 Course Outcomes*

1) **Participants will demonstrate the ability to conduct a classroom action research project and report the results in a formal paper.**
   - In the Fall of 1999 I conducted classroom research that involved designing a methodology timeline that included specific classroom observations, student projects (as a data source), focus questions, participants involved, and video taped observation of teaching sessions. The data will be analyzed and presented in a formal paper during the spring of 2000. *At this level, I am positively impacting classroom learning and mentoring my profession.*
2) **Participants will identify and complete projects that go beyond their own classrooms (fall 1999).**
   - I am currently chairing a collaborative team of colleagues to develop discipline strategies that positively impacts students using research based practices that support student involvement, developing independence, and respect for self and others. The components of the plan were used to form a school philosophy statement. Possible school wide discipline plan, and integrating character education goals, are targeted areas of improvement for the spring 2000. *I am at the mentoring level of this phase of the project with my input from brain research and conferences that I have attended.*
3) **Participants will demonstrate the ability to complete a call for proposals and submit it to, at least, one professional meeting.**
   - I will be presenting at the AACTE conference in Chicago on February 27, 2000. *I will be mentoring the benefits of the site-based M.Ed. program and presenting my research paper.*
4) **Participants will demonstrate the ability to plan and implement a building or district level collaboration project in curriculum, instruction, or school improvement (fall 1999).**
   - My collaboration project included mentoring my teaching strategies for teaching the alphabet with my kindergarten colleagues in group sharing sessions This collaboration evolved into creating guidelines for integrating the Accelerated Reading Program into the kindergarten and first grade classrooms. *The mentoring level that I reached at with this program helped construct developmental guidelines for the AR program.*

*5)* **Participants will demonstrate the ability to collaborate on projects and presentations with other professionals (Fall 1999).**
   - This Fall I had the incredible experience to present our Quality Performance Accreditation Document for the visiting Accreditation team in November 1999. I presented a PowerPoint presentation and answered questions concerning our QPA school improvement plan. *I have influenced and mentored the profession by presenting to the staff and On-Site Team.*

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# Site-based Master of Education in Curriculum and Instruction
# Northwest Site
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*Journal of Curriculum and Supervision*
*Journal of Curriculum Studies*
*Journal of Curriculum Theorizing*
*Kappan*
*Wingspan*

Note: APA does not require full first names. The names have been included for the readers' benefit.

AACTE

**EVALUATION**

Teachers as Researchers and Reformers:
A Site-Based Master of Education Program in Curriculum and Instruction
– Critical Pedagogy in Practice and Research
February 27, 2000

| | LOW | | | | HIGH |
|---|---|---|---|---|---|
| 1. Presentation | 1 | 2 | 3 | 4 | 5 |
| 2. Quality | 1 | 2 | 3 | 4 | 5 |
| 3. Delivery | 1 | 2 | 3 | 4 | 5 |
| 4. Relevance | 1 | 2 | 3 | 4 | 5 |
| 5. Visuals | 1 | 2 | 3 | 4 | 5 |
| 6. Content | 1 | 2 | 3 | 4 | 5 |
| 7. Overall Presentation | 1 | 2 | 3 | 4 | 5 |

8. What did you like most about the presentation?

9. What did you like least about the presentation?

10. Does your university offer a site-based MEd? Are you considering such a program?

11. Would you like us to contact you with further information in regards to our study?
OPTIONAL:

Name:

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